

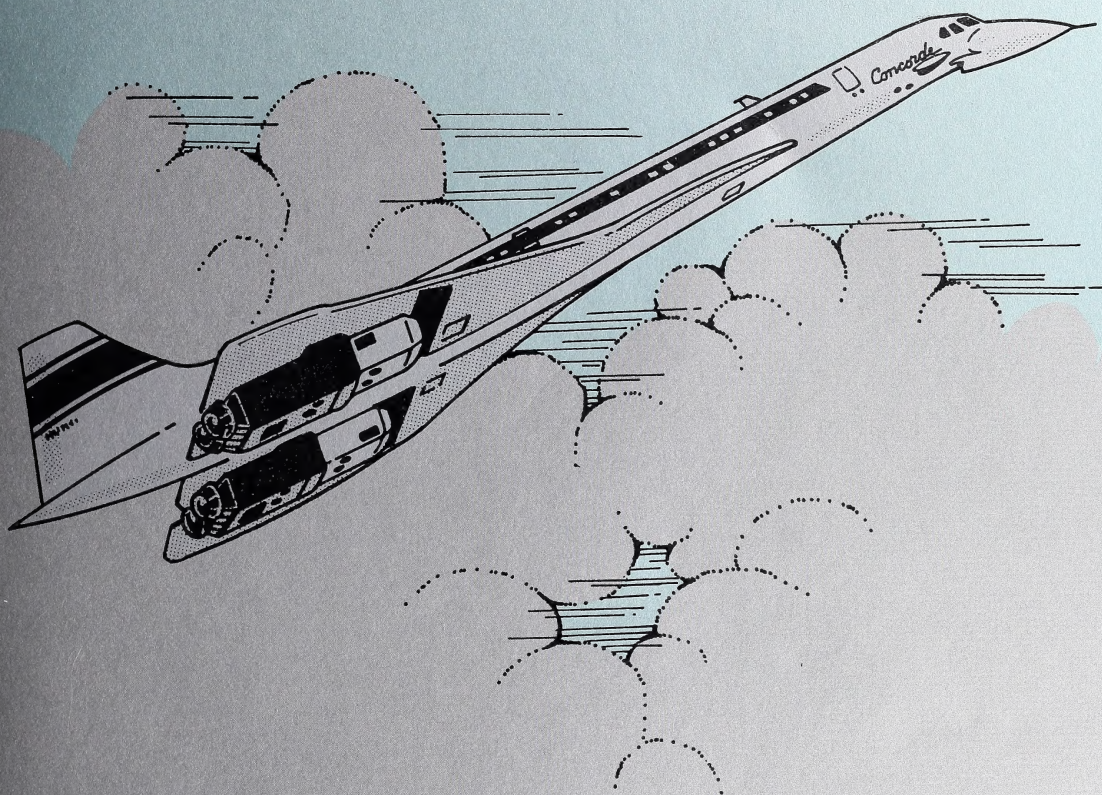
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FRENCH 30



ALBERTA DISTANCE LEARNING CENTRE
ALBERTA EDUCATION
BARRHEAD, ALBERTA



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Preparation for the Final Test in French 30

The final test counts for 50% of the final grading in your course. If you achieve less than 40% on the test or 50% overall you will fail the course. In other words, the test is very important. Fortunately, you can write one appeal test if you are unhappy with the outcome.

French 30

Your study for the final test should include:

1. a review of your corrected lessons, with special attention to the teacher's comments and a careful review of any material that caused you special problems
2. terminology in French and English - e.g. names of verb tenses and forms of speech
3. choosing the appropriate pronoun, adjective, adverb, determiner, etc. in the context.
4. French for Mastery 2, pages 449-452. These few pages give a summary of the verbs, although it requires the textbook (see pages 243-245).

You can expect the test to include:

LESSONS 1-20



**Distance
Learning**

Alberta
EDUCATION

French 30

LESSONS 1-20

French 30
Student Module
Lessons 1-20
Alberta Distance Learning Centre
ISBN No. 0-7741-0905-X

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OCT 25 1991

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The final test counts for 60% of the final grading in your course. If you achieve less than 40% on the test or 50% overall you will fail the course. In other words, the test is very important. Fortunately, you can write one appeal test if you are unhappy with the grading.

Your study for the final test should include:

1. a review of your corrected lessons, with special attention to the teacher's comments and a careful review of any material that caused you special problems
2. terminology in French and English - e.g. names of verb tenses and parts of speech
3. choosing the appropriate pronoun, adjective, adverb, determiner, etc. to fit the context.
4. French for Mastery 2, pages 440-448. These few pages give a summary of the verbs, although it neglects the conditional (see pages 343-345).

You can expect the following verb tenses and modes. Know how to use them and when to use them.

present tense (présent/présent de l'indicatif)

imperative (impératif)

recent past (passé récent) - venir + de + infinitive

near future (futur proche/futur prochain) - aller + infinitive

future (futur/futur simple)

passé composé

imperfect (imparfait)

conditional (conditionnel)

subjunctive (subjonctif)

present participle (participe présent)

reflexive verbs (verbes réfléchis)

There is no oral component on the test. Anything else covered in the course can be expected on the test.

Preparation for the Final Test in French 30

The final test counts for 50% of the final grading in your course. If you achieve less than 40% on the test or 50% overall you will fail the course. In other words, the test is very important. Fortunately, you can write the paper test if you are unhappy with the grading.

Your study for the final test should include:

1. a review of your connected lessons, with special attention to the teacher's comments and a class's review of any material that caused you special problems
2. terminology in French and English - e.g. names of verb tenses and parts of speech
3. choosing the appropriate pronoun, adjective, adverb, determiner, etc. in the context.
4. French for Mastery 2, pages 440-445. These few pages give a summary of the verbs, although it neglects the conditional (see pages 34-343).

You can expect the following verb tenses and modes. Know how to use them and when to use them.

present tense (présent/présent de l'indicatif)

imperative (impératif)

recent past (passé récent) - venir + de + infinitive

near future (futur proche/futur proche) - aller + infinitive

future (futur/futur simple)

past conditional

conditional (impératif)

conditional (conditionnel)

conditional (conditionnel)

conditional (conditionnel)

conditional (conditionnel)

conditional (conditionnel)

conditional (conditionnel)

conditional (conditionnel)

conditional (conditionnel)

conditional (conditionnel)

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3.	Pronunciation - La consonne /l/ Structure - Verbes réfléchis indiquant un changement d'état; l'infinitif des verbes réfléchis
4.	Pronunciation - La voyelle /ɔ/ Structure - La construction: JE ME LAVE LES MAINS; verbes réfléchis et non-réfléchis
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This corresponds to chapters 5 to 10 of FRENCH FOR MASTERY 2 (1975 edition).
You will also want to refer to the table of contents and the index of the
textbook.

The Textbook

This course is based on the textbook *French For Mastery 2*, written by Jean-Paul Valette and Rebecca M. Valette. **USE ONLY THE 1975 EDITION OF THIS TEXTBOOK.** In French 30 we will use the last 6 chapters of the text.

NOTE This text is no longer available from the Learning Resources Distributing Centre. Students should obtain their own copies locally, if possible, as our stock of textbooks is limited. Students unable to obtain a copy locally may borrow the textbook from Alberta Distance Learning Centre by using the enclosed Textbook Loan Application Form. Enclose a \$30.25 caution fee, which will be refunded after the textbook is returned.

Cassettes for French 30

There are 6 pre-recorded cassettes and 2 blank cassettes for French 30. If you do not have these cassettes yet, order them from the Alberta Correspondence School. Your cassettes should not be returned to us at the end of the course. They are your property. Extra blank cassettes may be purchased locally, if you wish.

You will receive letter gradings on your completed lessons. The letters have the following approximate values:

A	80 - 100%	D	40 - 49%
B	65 - 79%	F	0 - 39%
C	50 - 64%		

The Final Test

The final tests counts as 60% of the final mark in French 30. **NO CREDITS** will be granted if the student fails to achieve 40% on the final test and 50% overall. Lessons submitted **AFTER** the final test will not be used in computing the final grading.

Objectives of the Course

As you probably realize, there is increased emphasis in modern language teaching on the "oral" skills - listening and speaking. This modern language course is based on the audio-lingual method. The material used consist of dialogues to be learned or memorized as a basis for actual speaking activities.

Learning these dialogues does not mean merely memorizing. Rather, it means learning them in such a way as to make them usable in a context as close as possible to real life.

This approach was used in the French 20 course. It seems to have been successful. So we are going to use it again, with a few variations, in this French 30 course.

We assume that you are aware of the nature of the "oral" approach in learning French.

We aim to help you develop the following skills and attitudes:

1. LISTENING

To improve your listening and comprehension skills to the extent that you can more easily understand a variety of native speakers.

2. SPEAKING

To improve your speaking skills to enable you to function effectively and independently in a variety of life situations.

3. READING

To improve your reading skills so that you will be able to comprehend the essence of non-technical printed materials.

4. WRITING

To improve your writing skills to the extent that you can compose a variety of written expressions such as short reports, letters and creative compositions.

5. ATTITUDES

It is expected that you:

- a. will seek to expand your listening skills in the French language through records, cassettes, radio, television, films and personal contact with French-speaking people.
- b. will overcome your initial inhibitions and speak more freely in the French language.
- c. will continue to expand your interest in the printed forms of the French language by reading cartoons, newspapers, magazines, and books.
- d. will be motivated to initiate and continue correspondence in the French language.
- e. will be sufficiently motivated to continue the study of the French language.
- f. will become more appreciative of the culture of French-speaking people.

Points to Remember

1. Complete and return the enclosed questionnaire with Lesson 1.
2. Take the course apart by removing the staples with the aid of a screwdriver and pliers to avoid tearing the pages. Lacking these tools, you can open the course in the middle, prying the two sections apart and then removing sections of pages off the staples. The pre-punched pages should then be held together by rings or placed in a three-ring binder.
3. Use blue or blue-black ink or ballpoint for all exercises, please. Many pages of faintly-written pencil writing are difficult for your teacher to read.
4. Please do not submit more than two lessons per mailing.
5. The pre-recorded cassettes are for listening and repeating in the pauses. Do not record your responses in the pauses. However, your blank cassette is for recording the assigned readings.
6. Send the cassette with the recorded reading at the same time as the written lesson.

Recorded Readings

When submitting a recorded reading, proceed as follows:

- a. Record your name on the cassette only at the beginning of your recording.
- b. Write your name, file number and subject on the cassette.
- c. Always read the heading given at the beginning of the Reading Assignment. It is not necessary to repeat the number of the sentences.
- d. At the end of the recording say "End". Your teacher will then not have to check for any further reading on the cassette.
- e. Rewind the cassette to the beginning of your recorded reading. It will then be ready for your teacher to hear.
- f. Before making a recording, listen to your teacher's remarks. Your cassette is set where his remarks begin. Begin your new recording after the teacher's remarks.
- g. A distance of 30 cm to 50 cm from your mouth to the microphone usually works best. No background music, please. Subdued street and room noises are no problem.
- h. Listen to your recorded reading and then rewind the cassette to the beginning of the recording.

Time Required per Lesson

The total amount of classroom time required for a 5-credit course is 125 hours. Therefore, one correspondence lesson is equal to about 6 hours of classroom study time plus the normal amount of homework time for studying each lesson, practicing recorded drills, ect., writing the answers, and preparing the recorded reading should be from 7 to 10 hours. The time required by individual students will vary according to a student's background, study habits, study conditions and other factors. Students with a French background may require less time, but should not rely too heavily on their spoken French.

If you get badly stuck you may telephone the Modern Languages department for help. To call us for free follow this procedure: Dial the RITE NUMBER listed in your telephone book under Government of Alberta, and ask the operator for the Alberta Distance Learning Centre. If there is no RITE NUMBER, you may dial 0 and ask for Zenith 22333. Ask the Zenith operator for the Alberta Distance Learning Centre.

We hope that you will find the work in this course both enjoyable and rewarding.

Getting Help

Students are expected to attempt all the assignments. Any work that is omitted is penalized. Any particular difficulties should be noted on the lesson page where they occur. If you are an Alberta resident, you can call the Modern Languages department at the Alberta Distance Learning Centre for free if you have a problem. If you have a local Alberta government RITE number, call it and ask for the Alberta Distance Learning Centre in Barrhead. If there is no local RITE number, you dial 0 and ask for Zenith 22333 to reach the nearest RITE operator, then ask for the Alberta Distance Learning Centre. Residents of the Barrhead area can reach us by calling 674-5333. We want you to complete your course successfully.

Text Reference for Lessons

French for Mastery II

<u>Lesson</u>	<u>Chapitre</u>	<u>Module</u>	<u>Page</u>
1	5	1	184
2	5	2	192
3	5	3	198
4	5	4	202
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6	6	1, 2	222
7	6	3, 4	234
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9	7	1	268
	7	2, 3	276
10	7	4, 5	290
11	8	1	310
12	8	2, 3	316
13	8	4, 5	330
14	9	1, 2	362
15	9	3	374
16	9	4	382
17	9	5	390
	10	1	402
18	10	2, 3	408
19	10	4	422
20	10	5	428

Very Important

The cassettes which you will be using for this course have French dialogues, conversations, etc. recorded on both sides. Use only the blank cassettes for your practice and recordings. Additional blank cassettes, if desired, can usually be purchased from stores near your home.

Tape I

Side 1 Lesson 1, 2, 3

Side 2 Lesson 4, 5, 6

Tape II

Side 1 Lesson 6, 7, 8

Side 2 Lesson 8, 9

Tape III

Side 1 Lesson 9, 10, 11

Side 2 Lesson 12, 13

Tape IV

Side 1 Lesson 13, 14

Side 2 Lesson 14, 15, 16, 17

Tape V

Side 1 Lesson 17, 18

Side 2 Lesson 18, 19

Tape VI

Side 1 Lesson 19, 20

Summary of Counter Numbers

Check your recorder to see whether or not there is a counter on it. If there is a counter you are lucky! Please develop the habit of using it. By doing so, you can avoid unnecessary frustration and wasted time.

At the beginning of each cassette, set your counter at zero. The first time that you play a cassette, enter the counter number for each new section in the blanks provided on these pages. Each time that you replay the cassette, remember to set your counter at zero when you start the cassette. If you wish to practice a section somewhere in the middle of the cassette, allow the cassette to advance up to the counter number of the required section using your summary of counter numbers as an index.

Please note that it is not possible for us to give you these counter numbers since different cassette machines will have different numbers.

Lesson I

Activity	I Introduction	Tape 1, Side 1 _____
	II Questions	_____
	III Listening	_____
	IV Pronunciation	_____
	V Listening for signals	_____
	VI Listening for signals	_____
	VII Speaking	_____
	VIII Conversation	_____
	Dictée	

Lesson II

Activity	I Listening	_____
	II Questions	_____
	III Listening	_____
	IV Questions	_____
	V Listening	_____
	VI Pronunciation	_____
	VII Listening for signals	_____
	VIII Speaking	_____

Lesson II

Activity	IX Speaking	_____
	X Conversation	_____
	XI Listening comprehension	_____
	Dictée	

Lesson III

Activity	I Listening	_____
	II Vrai ou Faux	_____
	III Listening	_____
	IV Pronunciation	_____
	V Listening for signals	_____
	VI Speaking	_____
	VII Conversation	_____
	VIII Listening comprehension	_____
	Dictée	_____

Lesson IV

Activity	I Listening	Tape 1, Side 2	_____
	II Vrai ou Faux		_____
	III Listening		_____
	IV Pronunciation		_____
	V Understanding new words		_____
	VI Speaking		_____
	VII Conversation		_____
	VIII Listening comprehension		_____
	Dictée		

Lesson V

Activity	I	Listening	_____
	II	Questions	_____
	III	Listening	_____
	IV	Pronunciation	_____
	V	Listening for signals	_____
	VI	Speaking	_____
	VII	Speaking	_____
	VIII	Conversation	_____
		Dictée	_____

Lesson VI

Activity	I	Listening	_____
	II	Listening	_____
	III	Pronunciation	_____
	IV	Listening for signals	_____
	V	Speaking	_____
	VI	Conversation	_____
	VII	Speaking	_____

Activity	I	Listening	Tape 2, Side 1	_____
	II	Listening		_____
	III	Pronunciation		_____
	IV	Speaking		_____
	V	Conversation		_____
	VI	Speaking		_____
		Dictée		_____

Lesson VII

Activity	I	Listening	_____
	II	Listening	_____
	III	Pronunciation	_____
	IV	Speaking	_____
	V	Speaking	_____
	VI	Speaking	_____
	VII	Conversation	_____
	VIII	Listening comprehension	_____

Activity	I	Listening	_____
	II	Listening	_____
	III	Pronunciation	_____
	IV	Listening for signals	_____
	V	Listening for signals	_____
	VI	Speaking	_____
		Dictée	_____

Lesson VIII

Activity	I	Listening	_____
	II	Listening	_____
	III	Pronunciation	_____
	IV	Speaking	_____
	V	Speaking	_____
	VI	Speaking	_____

Activity	I	Listening	Tape 2, Side 2	_____
	II	Questions		_____
	III	Listening		_____
	IV	Questions		_____

Lesson VIII

Activity

- V Listening
- VI Questions
- VII Listening
- VIII Pronunciation
- IX Listening for signals
- X Speaking
- XI Speaking
- Dictée

Lesson IX

Activity

- I Listening
- II Questions
- III Listening
- IV Questions
- V Listening
- VI Questions
- VII Listening
- VIII Pronunciation
- IX Listening for signals
- X Listening for signals
- XI Speaking

Activity

- I Listening
- II Questions
- III Listening
- IV Questions
- V Pronunciation
- VI Listening for signals
- VII Speaking

Lesson IX

Activity	VIII	Listening for signals	
	IX	Listening comprehension	Tape 3, Side 1
		Dictée	

Lesson X

Activity	I	Listening	
	II	Questions	
	III	Listening	
	IV	Pronunciation	
	V	Listening for signals	
	VI	Speaking	

Activity	I	Listening	
	II	Listening	
	III	Listening	
	IV	Pronunciation	
	V	Listening for signals	
	VI	Listening for signals	
	VII	Speaking	
	VIII	Listening comprehension	
		Dictée	

Lesson XI

Activity	I	Listening	
	II	Listening	
	III	Pronunciation	
	IV	Listening for signals	
	V	Speaking	
	VI	Conversation	
		Dictée	

Lesson XII

Activity	I	Listening	Tape 3, Side 2	_____
	II	Listening		_____
	III	Pronunciation		_____
	IV	Listening for signals		_____
	V	Speaking		_____
	VI	Speaking		_____
	VII	Conversation		_____

Activity	I	Listening	_____
	II	Pronunciation	_____
	III	Listening for signals	_____
	IV	Speaking	_____
	V	Speaking	_____
		Dictée	_____

Lesson XIII

Activity	I	Listening	_____
	II	Listening	_____
	III	Pronunciation	_____
	IV	Listening for signals	_____
	V	Speaking	_____
	VI	Conversation	_____
	VII	Listening comprehension	_____

Activity	I	Listening	_____
	II	Listening	Tape 4, Side 1 _____
	III	Pronunciation	_____
	IV	Listening for signals	_____
	V	Listening for signals	_____

Lesson XIII

Activity	VI	Speaking	_____
	VII	Speaking	_____
		Dictée	_____

Lesson XIV

Activity	I	Listening	_____
	II	Listening	_____
	III	Pronunciation	_____
	IV	Conversation	_____
	V	Listening for signals	_____
	VI	Speaking	_____
	VII	Listening comprehension	_____

Activity	I	Listening	_____
	II	Listening	_____
	III	Pronunciation	_____
	IV	Listening for signals	_____
	V	Speaking	_____
	VI	Speaking	_____
	VII	Listening comprehension	_____
		Dictée	_____

Tape 4, Side 2

Lesson XV

Activity	I	Listening	_____
	II	Listening	_____
	III	Pronunciation	_____
	IV	Speaking	_____
	V	Speaking	_____
	VI	Speaking	_____
	VII	Speaking	_____

Lesson XV

Activity	VIII	Listening comprehension	_____
		Dictée	_____

Lesson XVI

Activity	I	Listening	_____
	II	Listening	_____
	III	Pronunciation	_____
	IV	Speaking	_____
	V	Listening for signals	_____
	VI	Speaking	_____
	VII	Speaking	_____
	VIII	Listening comprehension	_____
		Dictée	_____

Lesson XVII

Activity	I	Listening	_____
	II	Listening	_____
	III	Pronunciation	_____
	IV	Listening for signals	_____
	V	Listening	_____
	VI	Speaking	_____

Tape 5, Side 1

Activity	I	Listening	_____
	II	Pronunciation	_____
	III	Listening comprehension	_____
	IV	Listening comprehension	_____
	V	Listening for signals	_____
	VI	Speaking	_____
	VII	Speaking	_____
		Dictée	_____

Lesson XVIII

Activity	I	Listening comprehension	_____
	II	Listening comprehension	_____
	III	Listening	_____
	IV	Pronunciation	_____
	V	Listening for signals	_____
	VI	Speaking	_____
	VII	Speaking	Tape 5, Side 2 _____

Activity	I	Listening comprehension	_____
	II	Listening comprehension	_____
	III	Listening comprehension	_____
	IV	Listening	_____
	V	Pronunciation	_____
	VI	Pronunciation	_____
	VII	Listening for signals	_____
	VIII	Speaking	_____
		Dictée	_____

Lesson XIX

Activity	I	Listening comprehension	_____
	II	Listening comprehension	_____
	III	Listening	_____
	IV	Pronunciation	_____
	V	Pronunciation	Tape 6, Side 1 _____
	VI	Conversation	_____
	VII	Conversation	_____

Lesson XX

Activity

- I Listening comprehension
- II Listening comprehension
- III Listening
- IV Pronunciation
- V Speaking

* * *

Using French in Everyday Life

By now you have learned enough French to handle a lot of everyday situations. You are probably ready to reach out to the world around you. Don't be afraid to make mistakes, they are part of the price of accomplishing anything. (Do you remember learning to skate or ride a bicycle?) At this point we aren't about to suggest anything too risky, just a natural progression. To gain more experience in the French language and francophone culture you may wish to investigate some of the following things.

The French language service of the CBC - Radio Canada reaches nearly all areas of the province with CHFA radio and CBXFT television. Try listening to news, weather, sports, music, dramas, interviews, etc. Expect to encounter a lot of new vocabulary at first. Broadcast material is covered by copyright law, but you can record excerpts for your own personal study. By comparing the French and English broadcasts of the same events (e.g. the news) you can learn a lot, and catch the "feeling" of the francophone context.

L'Association Canadienne Francaise de l'Alberta or "l'ACFA" for short, has offices in Bonnyville, Calgary, Edmonton, Lethbridge, St-Paul, Legal, Plamondon, Red Deer, Falher, and Fort McMurray. The ACFA helps sponsor French language services such as a weekly paper *Le Franco*, the Carrefour bookstores and a lot of cultural activities. The address of the provincial secretariat is suite 203, 10008 - 109 Street, Edmonton, Alberta T5J 1M4. The telephone number is 423 1680.

Some magazines that you read may also be available in French editions, such as *Reader's Digest* and *McLeans*.

Check your telephone directory for francophone organizations (e.g. *le Theatre Francais d'Edmonton*) They are probably looking for spectators and participants. Serving as a volunteer might be a very rewarding experience in more ways than one.

You might also contact the closest university or college and see if they have any French language activities that are open to the public.

Some of your friends and neighbors may be willing to speak French with you if you ask them. They may be a bit nervous if their French is "somewhat rusty" from disuse or is "dialect French". Assure them that your main concern is getting practice, and that learning a few words of dialect might be interesting.

You are likely to come to a few dead ends, but you are also likely to experience successes as well.

A PERSONAL GUIDE FOR LESSON COMPLETION IN YOUR OWN CORRESPONDENCE COURSE

Below you will find a procedure for calculating the frequency with which you must submit lessons in your correspondence course to finish by the date you have chosen. Use it as a guide for working on your lessons, and try to follow it as closely as possible. If you do, your lessons will not stack up at the end, either for you or for the teachers at the Alberta Distance Learning Centre.

1. By what date do you wish to finish the course? _____
2. Today's date is _____

Count the number of days on the calendar between now and the day you want to finish. **Remember that you will need to allow extra time for the final review.** You may wish to count this review as a lesson and include it in your calculations.

Calculations:

How many days are there? _____

3. Divide the number of days between now and the finishing date by the number of lessons you have left to do.

$$\frac{\text{No. of days}}{\text{No. of lessons remaining}} = \frac{\text{days}}{\text{lessons and final review}}$$
$$= \text{_____ days per lesson}$$

The figure you have calculated is the number of days you have on the average to complete each lesson. For example, if the number is $\frac{105 \text{ days}}{21 \text{ lessons}}$, you will have approximately 5 days to work on each lesson and 5 days to review the course.

It is more profitable to study one hour a day on a regular basis than six hours in one single sitting.

You will find space for your chart on the next page.

Course _____

File Number _____

Lesson	Date To Be Completed	Date Sent	Date Returned	Grading
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
Review				

If you need help in planning your schedule, please let us know.

FRENCH 30 EVALUATION

The final grade in French 30 will be based in most circumstances 40% upon the course work and 60% upon the supervised test.

For the grade on the course work, the following points will be taken into account:

- (1) The general attitude of the student as shown by the quality of the work.
- (2) Resourcefulness and independence.
Students may work together, but the written answers should be a student's own work.
- (3) Completeness.
Omissions of lessons or portions of the assigned work will result in a reduction of marks.
- (4) Submission of Lessons.
Since registrations are conditional, it is important to strive for satisfactory work. You may send as many as two or three lessons a week. If lesson gradings are satisfactory, you need not wait for the return of a corrected lesson before sending further lessons. However, you should allow ample time for the delivery and return of lessons.

You are enrolled on the understanding that you will submit lessons regularly and will inform the Director by letter when unforeseen circumstances interrupt your work. You should note the deadlines and budget your study time so that, as a maximum, you will not need to submit more than two or three lessons a week in any one subject during the period of registration.

The final test will be mailed when we have received the required number of completed lessons and the arrangements for supervision are completed.

To receive credit in the course you must pass the final test.

ALBERTA DISTANCE LEARNING CENTRE LOAN APPLICATION

For Office use Only

A.D.L.C. File Number

--	--	--	--	--	--	--	--

Name:

Surname

Given Names

Address:

Postal Code

Fee Exempt Code

☐

Charge Fees To:

Course Name: *French 30*

Course Code

3	3	0	0
---	---	---	---

Materials Required

Description	Code	Qty	Loan Per	Caution Fee
<i>French for Mastery 2 (1975 Edition)</i>		0 1		3 0 2 5

Originated By:

Date:

Authorized By:

Date:

Input By:

Date:

Verified By:

Date:

Students must enclose \$30.25 caution fee, which is refunded after the textbook is returned to the Alberta Distance Learning Centre.

I agree to use the textbook with care and to return it upon completion of my course or the expiry of my registration.

I agree to pay for the textbook if it is not received by the Alberta Distance Learning Centre. (Please return the textbook by insured parcel post and keep the insurance receipt in case of loss.)

(Signature of Student)

**A LESSON RECORD FORM MUST BE COMPLETED FOR EVERY LESSON
SUBMITTED FOR CORRECTION, AS ILLUSTRATED BELOW**

A Lesson Record form with the **correct** label attached **must** be enclosed with **every lesson** submitted for correction, as illustrated below.

Correct use of these labels will ensure prompt processing and grading of your lessons.

The enclosed **Lesson Labels** must be checked for spelling and address details.

Please advise the Alberta Distance Learning Centre promptly of any changes in name, address, school, or any other details and we will issue a revised set of labels. Your file number is permanently assigned and **must** be included on all correspondence with the Alberta Distance Learning Centre. If the proper label and Lesson Record Form is not attached to each lesson as indicated it will delay your lessons being processed and credited to you.

Lesson labels are to be attached to the **lesson record forms** in the space provided for student name and address.

Check carefully to ensure that the **subject name, module number and lesson number** on each label corresponds exactly with the lesson you are submitting.

Labels are to be **peeled off** waxed backing paper and **stuck** on the lesson record form.

Only **one** label is to be placed on each lesson.

LESSON RECORD FORM

FOR STUDENT USE ONLY		FOR A.D.L.C. USE ONLY	
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Date Lesson Submitted </div> <div style="border: 1px solid black; padding: 5px;"> Time Spent on Lesson </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> (If label is missing or incorrect) File Number </div> <div style="border: 1px solid black; padding: 5px;"> Lesson Number </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Assigned Teacher: _____ </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Lesson Grading: _____ </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Additional Grading E/R/P Code: _____ </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Mark: _____ </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Graded by: _____ </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Assignment Code: _____ </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Date Lesson Received: _____ </div> <div style="border: 1px solid black; padding: 5px;"> Lesson Recorded: _____ </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Student's Questions and Comments </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Teacher's Comments: </div> <div style="border: 1px solid black; padding: 5px;"> </div>
<div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: right; margin-right: 10px;"> Lesson Number Module Number (if applicable) Course Name and Number Student File Number Bar Code (same information as above) </div> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small;">LESSON</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small;">MODULE</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small;">FILE NUMBER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small;">COURSE NAME</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small;">Name</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small;">Address</div> </div> </div> <div style="text-align: left; margin-left: 10px; font-size: x-small;"> Please verify that prepared label is for correct course and item </div> </div>		<div style="border: 1px solid black; padding: 5px; width: fit-content;"> Student name and Address </div>	
<div style="display: flex; justify-content: space-between; align-items: center;"> St. Serv. 14-91 Correspondence Teacher </div>		<p>When revised labels are received, place the <u>correct</u> new labels on your Lesson Record Forms.</p>	

DO NOT MARK OR COVER BAR CODING.

CHANGE OF ADDRESS

If the address on your lesson record form differs from the address you supplied on your registration application, please explain. Indicate whether the different address is your home, school, temporary or permanent change of address.

LESSON RECORD FORM

3300 French 30
Revised 90/02

FOR STUDENT USE ONLY

Date Lesson Submitted

(If label is missing
or incorrect)

File Number

Time Spent on Lesson

Lesson Number

Student's Questions and Comments

Apply Lesson Label Here

Name

Address

Postal Code

Please verify that preprinted label is for
correct course and lesson.

FOR SCHOOL USE ONLY

Assigned
Teacher: _____

Lesson Grading: _____

Additional Grading
E/R/P Code: _____

Mark: _____

Graded by: _____

Assignment Code: _____

Date Lesson Received:

Lesson Recorded _____

Teacher's Comments:

Correspondence Teacher

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

In this first lesson, we are going to study module 1 in Chapter 5. It is entitled: "Le mariage de Jacqueline".

You will find the beginning of this chapter on page 182 of your text.

What you will do and learn in Chapter 5

-Module openings:

You will read about a French wedding and the various events which surrounded it. You will find out, for instance, why the best man did not show up on time.

In Récréation you can check whether you are a true sports fan.

-Notes culturelles:

You will learn about various aspects of a French wedding ceremony. Here it would be interesting to compare this with wedding ceremonies of some of your friends.

-Activities:

You will learn how:

- to tell someone to be quiet.
- to tell your friends where to stand or sit for a picture that you are taking.
- to say that you are getting nervous, angry, tired, worried, impatient, ready.
- to mention some of the activities you perform every day such as getting up, washing, getting dressed, etc.
- to talk about personal care.
- to describe your physical appearance.
- to explain how you spend your money.

-Structures:

In this chapter, you will mainly learn a new set of pronouns, the reflexive pronouns (les pronoms réfléchis), and the verbs with which they are used. You will see that often these correspond to the English pronouns myself, yourself, etc.

* * *

Method

Those of you who have taken French 10 and French 20 with us are quite familiar with the approach we use in each lesson.

For those who are taking a French course with us for the first time, we will give you step-by-step instructions to follow with lesson number one. After lesson number one, our instructions will be more brief, but the method will remain the same.

Each lesson is introduced by a reading taken from the textbook. The reading is recorded on your tape. It is called Activity 1 Listening. If you are to develop a good pronunciation of the language, you should spend a great deal of time listening to the pre-recorded readings. These are recorded by French native speakers. If at first they might seem fast, you might want to spend some time reviewing your vocabulary. For each new recorded text, you will find in your textbook a list of the new vocabulary. Never neglect to study these new words. Your ability to speak and to understand the French language depends on your knowledge of the vocabulary.

Now we are ready to begin learning the sentences introducing Chapter Five.

In this lesson, as in the following ones, we want you to read carefully and to learn the English equivalents of the French sentences you'll hear in a moment. The "English equivalents" are not usually a literal translation of the French sentences. French and English often have different ways of expressing similar meanings. The French will be understood by learning French sentences, not by comparing them with English.

* * *

Place cassette #1, side 1, in your cassette recorder. If the latter has a counter, set it at zero. By doing this, you will be able to locate the section of the cassette with which you are working, more easily. Use the Summary of Counter Numbers provided in the Introduction of this exercise book.

Jacqueline's wedding

Betty Jensen, a young American, has spent the summer with a French family. For two months she has taken part in the family activities. The big event of the summer was the wedding of Jacqueline, the eldest daughter of Mr. and Mrs. Lefèvre.

-In the living room

Jacqueline is a little nervous. For the 100th time she looks at her gown and then looks at herself in the mirror.

-In Robert's room

Jacqueline's brother is in his room getting the camera ready. He intends to take many pictures of this morning's event. He then gets ready for the ceremony.

-In the garden

Martine and Lisette are Jacqueline's sisters. They are busy getting a large bouquet of flowers.

Lisette: "I have to cut more flowers?"

Martine: "Yes, but be careful, don't cut yourself."

The tables are arranged and the guests begin to arrive and sit while waiting for the ceremony to begin.

* * *

Activity I Listening

Locate this activity on your cassette. It is clearly identified as such. With your textbook closed, listen carefully to the first recording of the French sentences. Stop the cassette at the end of the activity. Rewind the cassette back to counter number zero on your recorder. Play the cassette again and practice saying the French sentences until you have learned to say them with correct pronunciation and intonation.

Only after you have done this several times, should you refer to your textbook. The written text for this activity is found on pages 182 and 184 of your book. The list of new vocabulary words is found on page 186 under the heading: "Etude de mots".

When you first read the text, listen to the recording at the same time. That way you will learn the correct pronunciation of each new word.

* * *

Let us then see how well you have understood what you have just listened to and read.

Activity II Vrai ou faux?

Locate the beginning of this activity on your tape. It follows Activity I. You are to listen to each sentence carefully and indicate if it is TRUE or FALSE. The answers are given to you on the tape.

* * *

Activity III Listening Notes culturelles

This activity, like all activities, is recorded on your tape. You will find that it is clearly identified as Activity III Listening. Locate this activity and listen to it carefully. The written text is found on page 185. New vocabulary words are given below the written text.

You should note the difference between the word **province** and **Provence**. A province is a region in France. Provence is the name of a particular province.

We will try to familiarize you with various aspects of the French culture in our section "Notes culturelles" found in each lesson.

* * *

Questions personnelles

Answer each of the following questions using a complete French sentence. A yes or no answer will not be acceptable. Throughout this course we want you to practice using correct French structures. For new vocabulary words see the section called "Vocabulaire spécialisé" on page 187. You are responsible for all the new vocabulary introduced in the lessons.

1. Avez -vous déjà été à un mariage? (if not, make up answers.)

Oui, _____

2. Qui était le marié? La mariée?

3. Qui étaient les témoins?

4. Où a eu lieu le mariage?

5. Combien y avait-il d'invités?

6. Quels cadeaux y avait-il?

7. Avez-vous fait un cadeau? Quel cadeau?

Oui, _____

* * *

Activity IV Pronunciation

The letters in (im) represent the sound /ɛ̃/, unless they are followed by a vowel or another n (m). In that case, they represent the sound /in/ (/im/).

Locate this activity on your tape. Listen to the examples given and repeat each example after the speaker.

* * *

Structure Reflexive pronouns

Subject Pronouns	Corresponding Reflexive pronouns
je	me (m')
tu	te (t')
il	se (s')
elle	se (s')
nous	nous
vous	vous
ils	se (s')
elles	se (s')

Note the subject pronouns above and their corresponding reflexive pronouns.

The reflexive pronouns, like all object pronouns, come before the verb, except in affirmative commands.

The reflexive pronouns *me*, *te*, etc. often correspond to the English pronouns *myself*, *yourself*, etc.

In a reflexive construction the subject and the object of the verb represent the same person (or thing). In such a construction, the object of the verb is a reflexive pronoun.

The chart below will give you an example of the reflexive pronouns and give the present tense of the reflexive verb *se couper* (to cut oneself).

Se Couper

je	<i>me</i>	coupe	I cut myself.
tu	<i>te</i>	coupes	You cut yourself.
il	<i>se</i>	coupe	He cuts himself.
elle	<i>se</i>	coupe	She cuts herself.
nous	<i>nous</i>	coupons	We cut ourselves.
vous	<i>vous</i>	coupez	You cut yourselves.
ils	<i>se</i>	coupent	They cut themselves.
elles	<i>se</i>	coupent	They cut themselves.

Note: Before a vowel sound, the *e* is replaced by (*'*).

Examples: Je m'appelle.

Elle s'admire.

Activity V Listening for signals

You will hear what certain people do. Can you tell whether or not they perform these actions for themselves? If they perform these actions for themselves, check column A, if they don't, check column B.

	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
	*	*

Activity VI Listening for signals

You will hear what certain people are buying. Can you tell if they are buying these things for themselves or for other people. Indicate your answers below.

	A <u>for themselves</u>	B <u>for others</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
	*	*

Exercise 1 The jump

In the plane, the instructor makes sure that all his students are preparing themselves for the jump. Complete the dialogue using the reflexive verb *se préparer*.

Modèle: Est-ce que Jacques se prépare?

Oui, il se prépare.

1. Et Henri?

Oui, il _____.

2. Et Charles et Marc?

Oui, ils _____.

3. Et toi Michel, tu _____?

Oui, je _____.

4. Et vous, Julie et Denise, vous _____?

Oui, nous _____.

* * *

Exercise 2 Le match de football

Everyone gets home famished and fixes himself something to eat. Fill in the appropriate reflexive pronoun.

1. Je _____ coupe du pain et je _____ fais un sandwich.

2. Tu _____ prépares une omelette.

3. Charles _____ achète une énorme glace.

4. Jean et Henri _____ préparent un bifteck et
_____ installent à table.

* * *

Structure Direct or indirect object

The reflexive pronoun is either the direct object or the indirect object of the verb. Study the following examples.

Direct object

Il s'admire.

He admires *himself*.

Elle se trouve jolie.

She finds *herself* pretty.

Indirect object

Nous *nous* préparons des sandwiches.

We are fixing sandwiches *for ourselves*.

Je *m'*achète une voiture.

I am buying *myself* a car.

Notes:

- a. The reflexive pronouns *me, te, nous, and vous* are the same as the corresponding direct and indirect object pronouns.

Direct object: Lisette *m'*invite.

Indirect object: Lisette *me* parle.

Reflexive object: Je *me* prépare.

- b. The reflexive pronoun *se* (which can be singular or plural, masculine or feminine) is different from the corresponding direct and indirect object pronouns.

Noun Direct objectNon-reflexive pronounReflexive pronoun

Madame Gagné prépare . . .

. . . la table Elle *la* prépare.

. . . le déjeuner. Elle *le* prépare.

. . . les desserts. Elle *les* prépare. Puis, elle *se* prépare.

Noun Indirect objectNon-reflexive pronounReflexive pronoun

Monsieur Gagné achète un cadeau . . .

. . . pour Paul. Il *lui* achète un cadeau.

. . . pour Anne. Il *lui* achète un cadeau.

. . . pour ses nièces. Il *leur* achète un cadeau. Puis, il *s'*achète une cravate.

* * *

Exercise 3 Different opinions

Ann has a high opinion of herself, which is not shared by Betty. Write the opinions of the two girls by completing the sentences. Be sure to use the appropriate pronouns.

Modèle: Anne *se* trouve jolie.

Betty ne *la* trouve pas jolie.

Exercise 3 (continued)

1. Elle _____ admire.
Betty ne _____ pas.
2. Elle _____ croit très intelligente.
Betty _____ stupide.
3. Elle _____ trouve très élégante.
Betty ne _____ pas très élégante.
4. Elle _____ prend pour un génie.
Betty _____ pour une idiote.

* * *

Exercise 4 Achats

All the shoppers below buy the things in parentheses, first for themselves and then for the person who is with them. Write this out using the appropriate pronouns.

Modèle: Pierre va chez le pâtissier avec Marie.
(une glace)

Il s'achète une glace.

Puis, il lui achète une glace.

1. Jean va chez le boulanger avec moi.
(du pain)

2. Nous allons chez l'épicier avec Jean.
(du chocolat)

3. Thérèse va au supermarché avec Anne.
(des oranges)

Exercise 4 (continued)

4. Je vais à la poste avec ma soeur.
(des timbres)
-
-

5. Elles vont à la pharmacie avec moi.
(des médicaments)
-
-

Review The verbs like ACHETER and PRÉFÉRER

Most French verbs which end in e + consonant + er in the infinitive are conjugated like **acheter** (to buy).

All verbs which end in é + consonant + er in the infinitive are conjugated like **préférer** (to prefer).

Open your text to page 188 and study the five forms given for each of these two verbs.

* * *

DE replaces **DU**, **DE L(A)**, **DES**, and **UN(E)**

1. Immediately after a verb in the **NEGATIVE**
Example: J'ai **UN** chien mais je n'ai **PAS DE** chat.
Except after **ETRE** (and in a few fixed expressions such as "pas du tout")
Example: Nous ne **SOMMES PAS DES** imbéciles!
2. Immediately after an **EXPRESSION OF QUANTITY** (assez, trop, peu, un peu, etc.)
Example: Elle a **BEAUCOUP D'**amis.
3. When **DES** meaning "some" or "any" would introduce an adjective **PRECEDING** a noun
Example: Ce sont **DE BELLES FLEURS**.
Except when adjective + noun acts as a single word
Example: **DES JEUNES FILLES** sont venues aussi.

* * *

Activity VII: Speaking: The verb **se préparer**

* * *

Activity VIII Conversation

Locate this activity on your tape. As usual, it is clearly labeled. Jacqueline will ask you whether you buy certain things for yourself. Follow the instructions given on the tape.

* * *

Structure Les phrases négatives

In negative sentences the word order with reflexive verbs is the same as that used with non-reflexive verbs.

Study the examples.

Vous préparez la table?

Non, je *ne* la prépare *pas*.

Vous vous préparez?

Non, je *ne* me prépare *pas*.

Anne trouve la table jolie?

Non, elle *ne* la trouve *pas* jolie.

Anne se trouve jolie?

Non, elle *ne* se trouve *pas* jolie.

* * *

Exercise 5 Music lovers?

Paul wants to know whether his friends spend money on records. Report his findings by completing the sentences below with the correct affirmative or negative forms of the verb *s'acheter*.

Modèles: Henri? Non, il ne s'achète pas de disques.

Anne? Oui, elle s'achète des disques.

1. Jean? Non, il _____.
2. Christine? Non, elle _____.
3. Jacques et Marc? Oui, ils _____.
4. Anne et Hélène? Non, elles _____.
5. Toi? Non, tu _____.
6. Vous? Non, vous _____.

* * *

Review The imperfect tense (L'imparfait)

You have already studied the imperfect tense in lessons 19 and 20 of French 20. Because the imperfect tense is very important in French, we want you to briefly review it before we go on with French 30.

A - Formation of the Imperfect Tense.

The imperfect is a simple tense which is formed as follows:

Use the nous form of the present tense stem minus -ons plus the imperfect ending.

Present Tense: Nous demandons

Imperfect: je demandais
 tu demandais
 il demandait
 nous demandions
 vous demandiez
 ils demandaient

Etre is the only verb which has an irregular imperfect stem

<u>Présent</u>	<u>Imparfait</u>
je suis	j'étais
tu es	tu étais
il est	il était
nous sommes	nous étions
vous êtes	vous étiez
ils sont	ils étaient

B - Use of the Imperfect

In talking about past events, the French use both the imparfait and the passé composé.

The passé composé is used to describe a well-defined action, completed at a specific point in time.

Henri a eu un accident.

Henri had an accident.

The imperfect is used to describe conditions and circumstances which form the background of another past action.

Il y avait de la neige.

There was snow.

Henri lisait.

Henri was reading.

Hint: If the English verb indicates what someone was doing or what events were happening, the equivalent French verb is usually in the imperfect.

J'*allais* en ville quand j'ai vu l'accident.

I *was going* downtown when I saw the accident.

* * *

Exercise 6 La journée de Louis

Louis explains what he did yesterday. He gives the exact time for each action. Play his role according to the model.

Modèle: Louis a pris son petit déjeuner à sept heures et demie.

a. J'ai pris mon petit déjeuner.

b. Il était sept heures et demie.

1. Louis est parti de la maison à huit heures.

a. _____

b. _____

2. Il a pris le bus à huit heures et quart.

a. _____

b. _____

3. Il est arrivé à l'école à neuf heures moins dix.

a. _____

b. _____

4. Il est entré en classe à neuf heures.

a. _____

b. _____

5. Il a déjeuné à midi.

a. _____

b. _____

Exercise 6 (continued)

6. Il est rentré à la maison à six heures.

(a) _____

(b) _____

* * *

Some suggestions for the Dictations

1. Learn the module openings well, since most new material is introduced there. Watch out for homonyms, noticing how their usages differ.
e.g. *et* and *est*.
2. Make a conscious effort to learn any rules for spelling or pronunciation.
3. Listen through the sentence 2 or 3 times to get the meaning, then write the sentence on scratch paper, stopping the tape as often as necessary.
4. Listen to the sentence again a couple of times to make sure that the words are written as correctly as possible.
5. Proof-read your work for correct spelling, including grammatical agreements. You can refer to your text to look up the spelling.
6. Write the sentence on the page of the lesson.
7. When your corrected dictations are returned to you, review them using the tape. Write down anything you learn in the process, as a reminder for later dictations.

Exercise 7 Remembering the Introduction

1. What is the purpose of the "blank" tapes included in your set? (also see page 16 of lesson 1)

2. Give two plausible reasons why we would ask you to mail each lesson as soon as possible.

3. Students are expected to complete all the assignments. What free telephone number can Alberta residents call to get help from the Alberta Correspondence School?

4. For the best results, how many hours should an average students spend on an average lesson? _____

PRONUNCIATION POINTERS Reread this page before each reading assignment.

Nasal Vowels: These four sounds do not exist in English, but fortunately they are easily pronounced by English speakers.

- | | | |
|------------|-----------------|--|
| (1) an, en | (nasal a sound) | ressembles a nasalized õ from English |
| (2) in | (nasal i sound) | ressembles a nasalized ã from English |
| (3) on | (nasal o sound) | ressembles a nasalized ō from English |
| (4) un | (nasal u sound) | ressembles a nasalized ũ from English |

The nasal i sound is spelled en after an i or y.

NOTE: The m is used in place of n before a b or p. (temps sounds like tant)
The n or m is not pronounced. It is just a reminder to pronounce the preceding vowel partly through your nose. Nasalization does NOT occur if the n is DOUBLED or followed by a VOWEL. (eg. tien vs. tienne.)

Silent endings: -s or -x -d or -ds -t or -ts -p or -ps
-ent on plural verbs -n or -m after a nasal vowel
-e or -es if the word contains another vowel that is pronounced

Consonants are usually silent at the end of words except c, r, f, and l.

Any consonant followed by a vowel will clearly pronounced, except in ill before a vowel.

l or ll following an i is usually silent or pronounced as a y.
(Common exceptions: mille, ville, tranquille.)

Where the i follows a vowel, the i will start a new syllable.

Hence: ail is pronounced as if spelled a-i (eg. travail)
eil is pronounced as if spelled e-i (eg. bouteille)
euil is pronounced as if spelled eu-i (eg. feuilles)
ouil is pronounced as if spelled ou-i (eg. bouillon)

é is always pronounced as a crisp \bar{a} sound, like the vowel sound in ate. This is also the pronunciation of -er, -ez, and -ai. (eg. parler, avez, j'ai)

h is ALWAYS silent in standard French, and th is pronounced as t.
(eg. Henri, Nathalie)

SINGLE s between two vowels is pronounced z. (eg. chose)

Elision - The final vowel of several short words is dropped before words beginning with a vowel or a mute h. The elided (dropped) vowel is replaced by an apostrophe. When speaking, don't fill-in the missing vowel sound. Pronounce the abbreviated expression as if it were a single word.
(eg. qu'elle is pronounced identically to quelle)

Common words involved in elision are: ce, de, je, le, me, ne, que, se, te, and la, (and si in the expression s'il or s'ils)

Liaison - Link these words if the first ends on a consonant and the next begins on a vowel or mute h.

determiner to a noun, pronoun or adjective (eg. des enfants)
personal pronoun to verb, or verb to personal pronoun (eg. nous en avons)
short preposition, adverb or conjunction (except et) to the following word.

In liaison d is pronounced like a t, f is pronounced like a v, s or x is pronounced as a z.

Syllabication - Syllables tend to end on a vowel sound.

All syllables have equal stress except for slightly greater stress on the last.

Dictation for Lesson 1, French 30

Listen to all the sentences that make up this exercise. They are built around words and phrases you should have heard several times. Write each sentence in the space below. Do not omit the accents nor the punctuation.

Avoid listening to one or two words only, then writing them down. It may seem easier, but you will miss out on the important skills to develop from a dictation.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Reading Assignments to be recorded on student's cassette

To help your teacher to check on your progress in reading French, you'll be asked to record an oral reading of the sentences making up the Reading Assignment. Record your oral reading on a blank cassette identified with your name and file number.

The cassette containing your recorded sentences must be sent in, with the corresponding lesson to be corrected. Please rewind your cassette to the beginning of the reading(s) you are sending in for evaluation.

Your teacher will listen to what you have recorded on your cassette and underline any corrections on the corresponding page of the lesson.

Next, your teacher will record on your cassette the correct pronunciation of the words or the sentences which have proved to be hard for you to read correctly. Some helpful comments or suggestions may be added for your information.

Microphone: Try to use a fairly good microphone when recording your readings. Listen to your reading before sending it in, to make sure the reading is done properly.

* * *

Reading Assignment for Lesson 1

1. Sylvie et Nathalie ne s'achètent pas de raquette.
2. René prépare son cadeau puis il se prépare.
3. Tante Denise se regarde dans la glace et elle s'admire.
4. Considérez-vous que le mariage est une institution importante?
5. Je considère que c'est un garçon intelligent mais pas travailleur.
6. Le mariage a eu lieu dans le jardin de mes parents.
7. En France, le mariage, c'est surtout une cérémonie familiale.
8. Robert a l'intention de prendre beaucoup de photos à la surprise-partie.

FRENCH QUESTIONNAIRE

1. Name: _____ File No.: _____
Address: _____ Course: _____
_____ Birth Date: _____ 19 _____
2. Name of school (if attending): _____
Is it on the semester system? _____
Location of school (town or city) _____
3. Telephone Number (home) _____ If a large town or city can be reached without calling "long distance" please give its name. _____
4. Reasons for taking this course: _____

5. In the spaces write 0 for **not at all**, 1 for **a little**, 2 for **fairly well**, 3 for **quite well**, and 4 for **very well**.
I speak _____, read _____, write _____ French.
My parents speak _____, read _____, write _____ French.
6. Name any previous French courses you have taken and the final mark received. If taken from us by correspondence indicate by A.C.S. - subject - mark. _____
Name of last textbook/chapters covered (if known) _____

7. When do you wish to write the final exam? _____
8. What are your plans after successfully completing this course?

9. If you are transferring from studying this course in the classroom please give details:
(a) Name of text(s) used: _____
(b) Chapters covered: _____
(c) Average mark received in the course so far: _____
10. Describe any unusual factors that may prevent you from submitting lessons regularly (eg. handicaps, health, employment, etc.)

LESSON RECORD FORM

3300 French 30

Revised 90/02

FOR STUDENT USE ONLY

Date Lesson Submitted

Time Spent on Lesson

(If label is missing
or incorrect)

File Number

Lesson Number _____

Student's Questions and Comments

Apply Lesson Label Here

Name _____

Address _____

Postal Code _____

*Please verify that preprinted label is for
correct course and lesson.*

FOR SCHOOL USE ONLY

Assigned
Teacher: _____

Lesson Grading: _____

Additional Grading
E/R/P Code: _____

Mark: _____

Graded by: _____

Assignment Code: _____

Date Lesson Received:

Lesson Recorded _____

Teacher's Comments:

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

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- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

Module 2 Les photos

Betty and Martine are ready. While waiting for the others, Martine gets her photo album. She shows Betty her sister's engagement pictures.

Activity I Listening

Locate this activity on your tape. The written text is found on page 192. Make sure to listen to the recording before you refer to the text. The list of new vocabulary words is found on page 194.

* * *

Activity II Questions

You will hear three questions on the tape. Write your answers below.

1. _____
2. _____
3. _____

* * *

Activity III Listening

The guests have arrived. Robert, who is the photographer, decides to take a few pictures before the wedding ceremony. He gives lots of instructions.

Listen to his instructions on your tape. You will find the written text on page 193. New words are explained in the right hand column of the page.

* * *

Activity IV Questions

You will hear three questions. Write your answers in the space below.

1. _____
2. _____
3. _____

* * *

Activity V Listening Note culturelle

To further your understanding of the French culture, do not omit listening to and reading these notes. It also gives you a chance to compare what takes place in two different cultures.

* * *

Activity VI Pronunciation

The sound /r/ is pronounced at the back of the throat. In the middle and at the end of a word it is pronounced very softly. Listen to the examples given to you on the tape and repeat each example after the speaker.

* * *

Etude de mots

Now that you have had a chance to hear the new words in context, we want you to use them in a context of your own.

Write a complete French sentence for each of the following.

un secret

parfait

prêt

donner

montrer

sortir

tout bas

* * *

Structure Le verbe mettre

Here are the forms of the irregular verb *mettre* (to put, place, put on).

Infinitive	mettre	
Present	je mets	nous mettons
	tu mets	vous mettez
	il met	ils mettent
Imperfect	je mettais	
Future	je mettrai	
Passé Composé	j'ai mis	

Here are two other verbs conjugated like *mettre*:

permettre de to permit, allow

Est-ce que vos parents vous permettent d'aller au cinéma?

promettre de to promise

Je promets d'aller au cinéma.

* * *

Questions personnelles

Using the new verbs you have just studied, write complete French sentences for each of the following. You do not have to be factual.

1. Est-ce que vos parents vous permettent de sortir le soir?

2. Est-ce qu'ils vous permettent de sortir le week-end?

3. Jusqu'à quelle heure est-ce qu'ils vous permettent de sortir?

4. Est-ce que vous leur promettez d'être à l'heure?

5. Qu'est-ce que vous mettez quand vous sortez le samedi soir?

* * *

Exercise 1 Promesses

It is the beginning of the year and students are making resolutions. Say what each one promises to do using the appropriate forms of promettre de.

1. Jeanne _____ étudier.
2. Henri _____ faire ses devoirs.
3. Marie et Anne _____ réfléchir.
4. Moi, je _____ étudier.
5. Robert et Lise _____ parler français.
6. Nous _____ faire attention.
7. Vous _____ écouter en classe.
8. Tu _____ préparer tes cours.

* * *

Structure Reflexive verbs

Reflexive verbs are sometimes used to express reciprocal action or interaction between two or more subjects. Study the following examples.

J'aime Louise.	}	Nous nous aimons.
Elle m'aime.		We love each other.

Jean téléphone à Anne.	}	Ils se téléphonent.
Anne téléphone à Jean.		They call each other.

Since interaction involves at least two people, the subject of reflexive verbs indicating reciprocal action is always plural.

In French, reflexive pronouns indicating reciprocal action cannot be omitted. In English these are frequently left out.

* * *

Activity VII Listening for signals

Locate this activity on your tape. You will hear Jacqueline talking about her friends. Listen to the instructions given on the tape. Write your answers below.

	Reciprocal action	Non-reciprocal action
	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
	*	*

Exercise 2 Les amis

Anne wrote an essay about her friends. Complete her sentences by filling in subject pronouns and reflexive pronouns. (See page 189 of the text-book.)

Modèle: Jeanne et Lucie: Elles s'invitent souvent parce qu'elles s'aiment.

- Moi et Marie: Quand _____ ne _____
téléphonons pas, _____
écrivons.
- Robert et toi: _____
connaissiez depuis longtemps. _____
invitez souvent.
- Toi et Louis: Qu'est-ce que _____
dites? Quand est-ce que _____
voyez?

Exercise 2 (continued)

4. Gilles et René: Quand _____ rencontrent,
_____ disputent toujours.
5. Jacques et Marie: _____ aiment. _____
marient dans quinze jours.
6. Robert et son frère: _____ détestent et _____
_____ insultent.

* * *

Exercise 3 Fights (querelles)

The following people had fights and don't speak to each other anymore.
Answer the following questions, using the reflexive form.

ne . . . plus means no . . . longer

Pierre invite Bernard?

Non, ils ne s'invitent plus.

Tu parles à Jacques?

Non, nous ne nous parlons plus.

1. Tu invites Marie?

2. John voit Jim?

3. Paul téléphone à Annette?

4. Luc aime Lucie?

5. Vous dites bonjour à Pierre?

* * *

Structure The imperative, reflexive verbs

In the imperative, reflexive verbs follow the same patterns as non-reflexive verbs.

In affirmative commands, reflexive pronouns come after the verb and the stressed forms are used: *te* becomes *toi*.

In negative commands, reflexive pronouns come before the verb.

The following reflexive verbs are frequently used in the imperative. They are useful to you and you should remember them.

s'asseoir to sit down

Assieds-toi! Sit down!

Asseyez-vous! Sit down!

se taire to be quiet

Tais-toi! Be quiet!

Taisez-vous! Be quiet!

Compare the following structures.

Prépare-toi! Get ready.

Ne te prépare pas! Don't get ready.

Préparons-nous! Let's get ready.

Ne nous préparons pas! Let's not get ready.

Préparez-vous! Get ready.

Ne vous préparez pas! Don't get ready.

* * *

Activity VIII Speaking

Locate the activity on your tape. We hope that you keep up the practice of writing down your index to the tapes.

You will hear what people do not do. Follow the instructions given on the tape.

* * *

Activity IX Speaking

You will hear what certain people do. Follow the instructions given on the tape.

* * *

Activity X Conversation

Jacqueline will ask whether you do certain things with your friends. Answer her. First give the answers orally, then write them down below.

1. _____

2. _____

3. _____

4. _____

* * *

Exercise 4 La photo de classe

You are taking the class picture. Tell your friends where and how they should place themselves. Use *se mettre* in the first four sentences. Use *s'asseoir* in the last four.

Modèle: Jacques mets-toi ici.

1. André, _____ là.
2. Vous, _____ derrière André.
3. Hélène, _____ ici.
4. Toi et Henri, _____ devant le professeur.
5. Isabelle, _____ ici.
6. Anne et Hélène, _____ aussi ici.
7. Gilbert, _____ là.
8. Elise et Berthe, _____ ici.

* * *

Exercise 5 Le professeur n'est pas content!

The teacher tells his students not to do what they are doing. Use the tu-form when the teacher is addressing one person.

Modèle: Jacques et Henri se parlent.

Ne vous parlez pas!

1. Gisèle se regarde dans la glace.

2. Antoine et Roger se disputent.

3. Claude se met devant Sophie.

4. Jean s'assied sur la table.

5. Irène et Marc se regardent.

* * *

Exercise 6 Argument

Imagine that you had a big argument with your best friend. Tell what you are not doing together anymore. Write five sentences.

Nous ne nous parlons plus.

Exercise 7 A votre tour

Vous prenez une photo de classe. Vous dites à vos camarades où ils doivent se mettre. Write five sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

* * *

Review Le pronom relatif QUI

A. The relative pronoun qui replaces:

- noun subjects referring to people.
- noun subjects referring to things.

Study the following examples.

1. Qui est le garçon qui porte une veste?
Who is the boy who is wearing a vest?
2. Où sont les enfants qui étaient avec toi?
3. Est-ce l'avion qui arrive de Vancouver?

B. Le verbe après le pronom qui:

The verb which follows the relative pronoun qui agrees with the noun or pronoun replaced by qui.

Study the following examples.

1. C'est moi qui suis content.
2. C'est vous qui devez travailler.
3. C'est Anne et Phil qui ont un problème.

* * *

Exercise 8 Préférences

Indicate your preferences.

Modèle: Les garçons: beaux ou sympathiques?

Je préfère les garçons qui sont sympathiques.

Je préfère les garçons qui sont beaux.

1. Les filles: amusantes ou intelligentes?

2. les copains: riches ou gentils?

3. les classes: faciles ou difficiles?

4. les voitures: petites ou grandes?

5. les maisons: anciennes ou modernes?

6. les films: comiques ou tristes?

7. les repas: simples ou compliqués?

* * *

Activity XI Listening Comprehension

1. _____

2. _____

Dictation for Lesson 2

You will hear 8 sentences. Listen to each sentence carefully. Write your sentences on a piece of paper. Correct your sentences. You might find the vocabulary at the end of the text useful. After you have corrected all the errors, copy the sentences in the space below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

* * *

LESSON RECORD FORM

3300 French 30

Revised 90/02

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This lesson is based on Chapter 5, Module 3. Jean-Claude is the witness at the wedding. The wedding can't go on without him. The Lefèvres are getting upset. Jacqueline is upset, but Louis remains calm.

Activity I Listening

Locate this activity on your tape. The written text is found on page 198. Do not forget to study the vocabulary on page 199.

* * *

Activity II Vrai ou faux?

You will hear 5 sentences. These are based on the dialogue you have just heard in Activity I. Indicate your answers below.

	<u>Vrai</u>	<u>Faux</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
	* *	* *

Activity III Listening Note culturelle

At the time of the civil wedding, the French government gives each couple six books (classics of French literature) with which to start their family library.

As you will hear on the tape, the French wedding is both a civil and a religious ceremony. Listen to this activity recorded on your tape.

* * *

Activity IV Pronunciation

As you pronounce the French /l/, be sure that the tip of your tongue touches your upper front teeth. Listen to the examples given on the tape and repeat after the speaker.

* * *

Questions personnelles

Answer each of the following questions using a complete French sentence.

1. Vous disputez-vous avec vos frères et soeurs? Pourquoi?

2. Vous disputez-vous avec vos parents? Pourquoi?

3. Vous disputez-vous avec vos amis? Pourquoi?

4. Etes-vous toujours à l'heure?

* * *

Structure Reflexive verbs (continued)

Many reflexive verbs correspond to English expressions beginning with to get.

Modèles: Jacqueline se marie aujourd'hui.

Jacqueline is getting married today.

Papa se fatigue facilement.

Dad gets tired easily.

Study the following list of verbs.

s'embêter	to get bored
s'énervier	to get nervous
se fâcher	to get angry
se fatiguer	to get tired
se fiancer	to get engaged
s'impatisier	to get impatient
s'inquiéter	to get worried
se marier	to get married
se mettre en colère	to get angry
se préparer	to get ready

* * *

Exercise 1 Personalités différentes

Louis' friends have very different personalities. For each, write a French sentence according to the model. Replace the expression using the underlined adjective by using the appropriate reflexive verb from the list above.

Modèle: Michel est toujours impatient.

Michel s'impatisie facilement.

1. Henri est très nerveux.

2. Anne et Sylvie sont toujours impatientes.

3. Paul est toujours en colère.

4. Betty est toujours fâchée.

5. Maman est toujours inquiète.

6. Charles est toujours fatigué.

* * *

Exercise 2 Expression personnelle

Answer each of the following questions with a complete French sentence. You do not have to be factual, but rather, you might invent an answer that will fit the questions.

1. Est-ce que vous vous embêtez en classe?

Pourquoi?

Pourquoi pas?

2. Est-ce que vos amis s'embêtent en classe?
- _____

3. Est-ce que vous vous énervez facilement?
- _____

En quelles occasions?

4. Est-ce que vous vous fâchez avec certains camarades?
- _____

Pourquoi?

5. Est-ce que vous vous mettez en colère?
- _____

En quelles occasions?

6. Est-ce que vos parents s'inquiètent quand vous n'êtes pas à l'heure?
- _____

Exercise 3 Cause and effect

To tell how Roger reacts to the following circumstances, use one of these verbs:

se préparer	s'embêter
se fâcher	se fatiguer
s'impatiser	s'inquiéter
se perdre	

Modèle: Cause: Son frère prend sa bicyclette sans permission.

Résultat: Roger se fâche.

1. Il joue trop au football.

2. Les amis ne sont pas à l'heure.

3. Il n'a rien à faire.

4. Il ne connaît pas la ville.

5. Il va passer un examen.

6. Il n'a pas vu son ami Charles depuis une semaine.

* * *

Structure The infinitive of a reflexive verb

The basic infinitive of a reflexive verb is always given with the pronoun se:

se fâcher to get angry

When the reflexive infinitive is used in a sentence, the reflexive pronoun usually represents the same person as the subject. Note the form of the reflexive pronoun in sentences expressing the near future (aller + infinitive).

a. Nous nous téléphonons souvent.

Nous allons nous téléphoner ce soir.

- b. Je me marie.
Je vais me marier demain.
- c. Ils se fiancent.
Ils vont se fiancer en juillet.

* * *

Activity V Listening for signals

You will hear what certain people are doing today or what they will be doing tomorrow.

Follow the instructions given on the tape. Write your answers below.

	aujourd'hui	demain
	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
	*	*

Activity VI Speaking

You will hear what certain people do not do today. Say that they are going to do these things tomorrow. Use the construction aller + infinitive that you have just studied.

* * *

Activity VII Conversation

Jacqueline will ask you about your moods and the moods of people close to you. Answer her questions recorded on the tape.

1. _____
2. _____
3. _____

Activity VII (continued)

4. _____
5. _____
6. _____

* * *

Activity VIII Listening comprehension

Marc has a date to go to the movies with Hélène. Listen to the conversation between Marc and his sister Suzanne. You will then hear two questions. Write your answers below.

1. _____
2. _____

* * *

Exercise 4 L'exemple de Marie

Marie's friends decide to get married. Ils décident de se marier. Say that each friend will get married on the date indicated below.

Modèle: Hélène (en juillet)

Hélène va se marier en juillet.

1. Christine (en août)

2. Michèle (le 15 octobre)

3. Colette et Anne (le 1^{er} décembre)

4. Toi (après les vacances)

5. Vous (avant Noël)

6. Moi (l'année prochaine)

Exercise 4 (continued)

7. Elles (en juin)

8. Nous (en mai)

* * *

Exercise 5 Le tournoi de tennis

A tennis tournament is soon to start. Everybody must get ready. Complete the following sentences with the infinitive se préparer. Be sure that the reflexive pronoun matches the subject.

Modèle: Jacques et moi, nous devons nous préparer.

1. Vous devez

2. Je vais

3. Allons

4. Ils vont

5. Hélène n'a pas envie de

6. Paul, tu dois

* * *

Exercise 6 To get married or not to

Anne asked her friends if they wanted to get married after going to college. Report on the results of her investigation according to the model. Use the correct forms of vouloir + infinitive.

Modèle: Jacques? Non, il ne veut pas se marier.

Hélène? Oui, elle veut se marier.

1. Albert? Oui, il

2. Michèle? Non, elle

3. Paul et Marc? Non ils

Exercise 6 (continued)

4. Monique et Suzanne? Oui, elles _____

5. Nous? Oui, nous _____

6. Vous? Non, vous _____

7. Moi? Oui, je _____

8. Toi? Non, tu _____

* * *

Exercise 7 Avec 10 dollars

Phillipe and his friends each receive 10 dollars for their birthday. Write what each will buy. Use the appropriate form of aller + infinitive.

Modèle: Paul va s'acheter une montre.

1. Nous _____ des disques.
2. Vous _____ des livres.
3. Je _____ des cassettes.
4. Tu _____ une caméra.
5. Anne et Marie _____ une robe.
6. Paul et Pierre _____ des cravates.
7. Jacques _____ des chemises.
8. Lucie _____ un pull-over.

* * *

Review Stressed pronouns

Stressed pronouns are used in the following cases:

1. in sentences where there is no verb.
2. to reinforce a subject pronoun.
3. after prepositions (such as avec, pour, contre).
4. before and after et, ou.

Here are the subject pronouns. Fill in the blanks with the corresponding stressed pronouns.

Subject pronoun		Stressed pronoun
Singular	je	
	tu	
	il	
	elle	
Plural	nous	
	vous	
	ils	
	elles	

Exercise 8 Surprenant

Express your amazement at the following statements. To do so, repeat the statement, using a stressed pronoun at the beginning of each sentence.

Modèle: Tu joues au tennis?

Toi, tu joues au tennis?

1. Elles détestent aller au cinéma.

2. Elle n'aime pas jouer au tennis.

3. Ils invitent leurs parents.

4. Ils téléphonent à leurs soeurs.

5. Il visite Victoria.

6. Vous voyagez.

7. Tu n'invites pas Marie.

8., Vous partez.

9. Nous ne parlons pas.

* * *

Exercise 9 Verbs

For each of the following verbs, write the correct forms that are missing, using the same subject.

<u>Passé Composé</u>	<u>Présent</u>	<u>Imparfait</u>	<u>Futur</u>
j'ai mis	je mets	je mettais	je mettrai
_____	je déteste	_____	_____
_____	_____	_____	j'étudierai
nous avons habité	_____	_____	_____
_____	_____	tu parlais	_____
_____	vous rentrez	_____	_____
_____	elle travaille	_____	_____
_____	je suis	_____	_____
_____	ils ont	_____	_____
_____	_____	vous regardiez	_____
j'ai visité	_____	_____	_____

Exercise 9 (continued)

<u>Passé Composé</u>	<u>Présent</u>	<u>Imparfait</u>	<u>Futur</u>
_____	_____	_____	je jouerai
_____	nous allons	_____	_____
_____	vous quittez	_____	_____
_____	je passe	_____	_____
_____	tu ignores	_____	_____
_____	_____	tu rentrais	_____
il a oublié	_____	_____	_____
vous avez remercié	_____	_____	_____
_____	vous rencontrez	_____	_____
_____	nous finissons	_____	_____
_____	ils obéissent	_____	_____
j'ai réussi	_____	_____	_____
vous avez perdu	_____	_____	_____
_____	je vends	_____	_____
	* *	*	

Dictation for Lesson 3

Write the sentences you hear, on the lines below.

1. _____

2. _____

3. _____

4. _____

Dictation (continued)

5. _____

6. _____

7. _____

8. _____

* * *

Reading assignment for Lesson 3

Before recording the following sentences, read them out loud to yourself. This will help you do a better recording.

1. J'étudie le français depuis que ma famille habite à Edmonton.
2. Quel temps fait-il? Il fait un temps splendide.
3. Vous ne regardez plus la télévision depuis que vous jouez de la guitare.
4. Avec qui est-ce que vous faites souvent des promenades?
5. Vous voulez être médecin plus tard n'est-ce pas?
6. Il a dit bonsoir à ses parents à dix heures et demie.
7. Henri a eu un accident. Il doit rester quinze jours à l'hôpital.
8. Pendant qu'Henri lisait son journal, quelqu'un est entré dans le salon.

* * *

LESSON RECORD FORM

3300 French 30

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Lesson Number _____

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Assignment Code: _____

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Correspondence Teacher

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First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

Un garçon trop pressé

Jean-Claude is never on time. He is Louis' witness at the wedding. He has promised to be on time for the wedding. So . . . why is he late? As you listen to Activity I on your tape, you will find out what happened.

There are quite a few new vocabulary words in this lesson. The written text for Activity I is located on page 202. New vocabulary words are given in the right hand margin. You will also find them in "Etude de mots" on page 203 and "Vocabulaire spécialisé" on page 204. We hope that you will not find this list too difficult to remember.

Activity I Listening

To get there faster, Jean-Claude has taken side roads where there are not too many cars. He still has 10 kilometers to go. He is proud of himself and certain that this time he won't be late. One thing he has forgotten, is to put gas in the car.

Locate the activity on your tape and listen to what happens to Jean-Claude, who is always late.

* * *

Activity II Vrai ou faux

You will hear a group of statements. These are based on the text you have just studied. After each statement, indicate if it is True or False. If it is false, write the correct statement below.

True or False

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

* * *

Activity III Listening Note culturelle

In France there are not as many freeways as in America. Listen to this activity on your tape. The text is found on page 203.

* * *

Activity IV Pronunciation

The e of short words like ne, te, se, de, le, ce is pronounced /ə/.

In rapid conversation, the vowel /ə/ of such words is dropped when the preceding word ends with a vowel sound.

Listen to the examples given on the tape and repeat after the speaker. You will be given examples of rapid and slow pronunciations.

* * *

Note de vocabulaire

The verb *marcher* has more than one meaning in French. Study the following examples.

La voiture de Jean-Claude ne marche plus.

Jean-Claude's car does not work anymore.

Jean-Claude est obligé de marcher.

Jean-Claude has to walk.

* * *

Questions personnelles

Write a complete French sentence for each of the questions. A simple Yes or No answer will not be accepted.

1. Aimez-vous marcher?

2. Avez-vous une montre qui marche bien?

3. Est-ce que vous vous levez tôt d'habitude?

4. Est-ce que vous vous levez tard le dimanche?

5. Est-ce que vous vous couchez tôt en semaine?

6. Est-ce que vous vous couchez tard le samedi?

* * *

Structure Use of the definite article

To indicate that the subject performs a certain action on a part of his body, the French use the following construction:

subject + reflexive verb + definite article + part of body

Here are some examples:

Je me lave les mains.

I am washing my hands.

Tu te coupes les ongles.

You are cutting your nails.

Il se brosse les dents.

He is brushing his teeth.

The French use the definite article (le, la, les) before parts of the body. The equivalent English expression generally uses the possessive adjective.

* * *

Activity V Understanding new words

Locate this activity on your tape. Follow the given instructions and indicate your answers below.

	<u>A</u>	<u>B</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

* * *

Activity VI Speaking

Everyone at the soccer game is showering after the game. Listen to the instructions given on the tape.

* * *

Activity VII Conversation

Jacqueline^e will ask you about the things you do upon getting up every morning. Answer her using reflexive verbs. There are two parts to this activity. Second, write your answers in the space below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

* * *

Exercise 1 Personal care

Say what one does with each of the following items.

Modèle: avec du savon

Avec du savon, on se lave les mains.

1. Avec une brosse à ongles

2. Avec une brosse à cheveux

3. Avec une brosse à dents

4. Avec du dentifrice (toothpaste)

Exercise 1 (continued)

5. Avec des ciseaux à ongles

6. Avec un peigne

7. Avec un rasoir (razor)

8. Avec du shampooing

* * *

Structure Reflexive and non-reflexive verbs

As you have seen so far, reflexive verbs in French are often used to express:

a reflexive action: Je me lave.

a reciprocal action: Ils s'aiment.

In the above instances, the reflexive verb has a meaning directly related to that of the non-reflexive verb from which it was formed. Here are two examples.

Non-reflexive

laver	to wash
aimer	to love

Reflexive

se laver	to wash oneself
s'aimer	to love each other

There is not always such a close relationship between the non-reflexive verb and the reflexive verb. Such verbs can be divided into three categories.

1. The meaning of the non-reflexive verb and the reflexive verb are somewhat related.

amuser	to amuse	s'amuser	to have fun
arrêter	to arrest	s'arrêter	to stop
coucher	to put to bed	se coucher	to go to bed
demander	to ask	se demander	to wonder
excuser	to excuse	s'excuser	to apologize
réveiller	to wake	se réveiller	to wake up
promener	to walk	se promener	to take a walk

2. The meanings of the non-reflexive verb and the reflexive verb have no close relationship.

lever	to raise	se lever	to get up
mettre	to place	se mettre à	to begin
rendre	to give back	se rendre à	to go to
reposer	to put back	se reposer	to rest
trouver	to find	se trouver	to be located

3. A few reflexive verbs have no equivalent non-reflexive verb:

se souvenir de to remember

Reflexive verbs are also used in idiomatic expressions such as:

se rendre compte	to realize
Ça se peut.	That's possible.
Que se passe-t-il?	What's happening?
Qu'est-ce qui se passe?	What's happening?

Exercise 2 Question de style

You're an editor. You have come across a French manuscript. You don't like his style. You suggest certain changes. Replace the words that are underlined by reflexive verbs taken from the following list.

se coucher	se demander	se rendre compte
se trouver	se réveiller	s'habiller
se lever	se mettre à	se promener

Modèle: Je sors de lit.

Je me lève.

1. Est-ce que tu mets tes vêtements?
-

Exercise 2 (continued)

2. A quelle heure est-ce que les enfants vont au lit?

3. La tour Eiffel est située à Paris.

4. Je constate que c'est vrai.

5. Je suis curieux de savoir pourquoi il n'est pas venu.

6. Nous faisons une promenade dans la montagne.

7. Après le dîner, je commence à travailler.

8. Il ouvre les yeux.

* * *

Exercise 3 Géographie

Ask a friend if the following cities are in the countries indicated.
Your friend will give you the correct answer.

You are to play both roles. For each, give us the question and the answer.

Modèle: Paris (en Italie)

Q. Est-ce que Paris se trouve en Italie?

R. Non, Paris ne se trouve pas en Italie.

Paris se trouve en France.

Exercise 3 (continued)

1. Los Angeles (en Suisse)

Q. _____
R. _____

2. Acapulco (au Canada)

Q. _____
R. _____

3. Liverpool (au Mexique)

Q. _____
R. _____

4. Québec (en France)

Q. _____
R. _____

5. Genève (aux Etats-Unis)

Q. _____
R. _____

Exercise 3 (continued)

6. Rome (en Angleterre)

Q. _____

R. _____

* * *

Exercise 4 Paul's day

Here are nine things that Paul does every day. Complete the sentences below with the appropriate verbs: se réveiller, se coucher, s'habiller, se laver, se reposer, se rendre, se déshabiller, se promener, s'amuser.

Modèle: 7 heures: Paul se réveille.

7:15: Il va dans la salle de bains où il _____.

7:30 Il prend ses vêtements et il _____.

8:15: Il prend le bus et il _____ à l'école.

11:30: Pendant la récréation, il _____ avec des amis.

18:00: Avant le dîner, il _____ dans la rue avec sa soeur.

18:30: Comme il est fatigué, il _____.

23:00: La journée est finie. Il va dans sa chambre et _____.

23:05: Il _____.

* * *

Exercise 5 Logique

Make 10 logical sentences, each containing elements from columns A, B and C.

<u>A</u>	<u>B</u>	<u>C</u>
Marc	se rase	dans la salle de bain
Hélène	se maquille	avec du savon
	se promène	avec des amis
	se lave	devant la glace
	se rend	en ville
	se repose	dans sa chambre

Exercise 5 (continued)

<u>A</u>	<u>B</u>	<u>C</u>
Marc	se peigne	quelle heure il est
Hélène	se lève	à travailler
	se demande	à huit heures
	s'amuse	
	se met	

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Questions personnelles

Answer each of the following using a complete French sentence. By now you must know that a simple Yes or No will not be accepted.

1. Où se trouve votre école?

2. A quelle heure vous levez-vous?

3. A quelle heure vous réveillez-vous le matin?

4. A quelle heure est-ce que vous vous couchez?

Questions (continued)

5. Est-ce que vous vous dépêchez pour aller à l'école?

6. Est-ce que vous vous amusez avec vos amis?

8. Où aimez-vous vous promener?

9. Avec qui est-ce que vous vous promenez?

10. Est-ce que vous vous souvenez de vos vacances?

* * *

Composition

Here is your chance to write a short essay in French. We are giving you two topics. You are to choose one only. Each one is in a different tense. You might review your tenses before you attempt this exercise.

Topic #1

En colonie de vacances

You have just returned from a summer camp or holiday. In six sentences tell us what your activities were. Use the imperfect tense. Here is a list of reflexive verbs you might use.

se lever, s'amuser, se reposer, se laver, se promener, se coucher

Vous êtes pressé!

Imagine that tomorrow you will be getting up much later than usual. In six sentences tell us what you will be doing or not doing, so as to get to classes on time. Use the "futur simple" tense. You could use the following reflexive verbs.

se laver, se brosser, se dépêcher, se précipiter, se peigner,

s'habiller, s'excuser

[illegible]

Activity VIII

Listening comprehension

Locate this activity on your tape and follow the given instructions.

	probablement	probablement pas
	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
	*	*

Dictation for Lesson 4

Listen to each of the following 8 sentences. After you have checked over your rough copy, write your sentences below.

1.	_____

2.	_____

3.	_____

4.	_____

5.	_____

6.	_____

Dictation (continued)

7. _____

8. _____

* * *

Review Possessive Determiners

The possessive determiners *mon* (my) and *ton* (your) have the following forms:

	Singular	Plural
Masculine	<i>mon</i>	<i>mes</i>
Feminine	<i>ma</i> <i>mon</i> (+ vowel sound)	<i>mes</i>
Masculine	<i>ton</i>	<i>tes</i>
Feminine	<i>ta</i> <i>ton</i> (+ vowel sound)	<i>tes</i>

The French use the familiar *ton*, *ta*, *tes* with people they address as *tu*.

* * *

Exercise 5 Denis' family

Anne is looking at Denis' photo album. She asks whether the people in the pictures are members of his family. He says they are. Play the two roles.

Modèle: la cousine Lucie

C'est ta cousine Lucie?

Oui, c'est ma cousine Lucie.

1. le père

Exercise 5 (continued)

2. la tante

3. le grand-père

4. l'oncle Pierre

5. la grand-mère

6. le cousin Jean

7. les cousins

8. les cousines

* * *

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Une page de journal

In her diary, Betty has noted the important events of the day.

This is the last module of Chapter 5. Besides learning a few new vocabulary words, you will learn something about reflexive verbs and how they are used in the past tense.

Activity I Listening

Betty will tell you what she has written in her diary. The written text is found on page 210. Do not forget to study the new vocabulary items given on page 211. You will also find brief explanations on the right hand side of the page.

* * *

Activity II Questions

Listen to the questions based on Betty's diary. You should first do this exercise orally, then write your answers in the space below.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

* * *

Activity III Listening Note culturelle

In this activity you will learn something about the French wedding reception. Any new vocabulary words are explained to you below the text on page 210.

* * *

Petit vocabulaire

Write a complete French sentence for each of the following new words.

1. journal _____

Petit vocabulaire (continued)2. rang _____
_____3. chanson _____
_____4. histoire _____
_____5. coupable _____
_____6. raconter _____
_____7. peut-être _____

* * *

Activity IV Pronunciation

Within a word, the letter e followed by a single consonant + vowel represents the sound /ə/. In rapid conversation, this vowel sound is often dropped. Listen to the examples given on the tape and repeat after the speaker.

* * *

Questions personnelles

Answer each of the following questions using a complete French sentence.

1. Avez-vous un journal?
_____2. Quels événements notez-vous dans ce journal?

_____3. Est-ce que vous connaissez des histoires drôles?

Questions (continued)

4. A qui est-ce que vous les racontez?

5. Est-ce que vous vous moquez parfois de vos amis?

6. Est-ce que vos amis se moquent parfois de vous?

* * *

Structure Les verbes comme appeler

Certain French verbs which end in e + consonant + er in the infinitive are conjugated like appeler (to call).

<u>Infinitif</u>		<u>appeler</u>	
<u>Présent</u>		<u>Futur</u>	
j'	appelle	j'	appellerai
tu	appelles	tu	appelleras
il	appelle	il	appellera
nous	appelons	nous	appellerons
vous	appelez	vous	appellerez
ils	appellent	ils	appelleront
<u>Imparfait</u>		<u>Passé Composé</u>	
j'	appelais	j'ai	appelé
tu	appelais	tu as	appelé
il	appelait	il a	appelé
nous	appelions	nous avons	appelé
vous	appeliez	vous avez	appelé
ils	appelaient	ils ont	appelé

Note: The final consonant of the infinitive stem (the 'l') is doubled in the je, tu, il, and ils forms of the present, and also in the future stem.

Here is another verb conjugated like appeler:

s'appeler

Modèle: Comment vous appelez-vous?

Je m'appelle Jane.

* * *

Exercise 1 La famille

Complete the sentences using the verb s'appeler.

1. Je _____ Claude.
2. Nous _____ Marc et France.
3. Est-ce qu'il _____ Gilbert?
4. Je crois qu'elle _____ Annie.
5. Est-ce que tu _____ Adrien?
6. Vous _____ Christine, n'est-ce pas?
7. Je connais deux garçons qui _____ Jean et Luc.
8. Tu vois ces deux filles? Elles _____ Jeanne et Anne.

* * *

Activity V Listening for signals

You will hear Jacqueline speak about various events and situations. You are to tell if they are in the present or in the past. Indicate your choices below.

	<u>passé</u>	<u>présent</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

* * *

Structure Past tense of reflexive verbs

To form the *passé composé* of reflexive verbs, the French use:

Etre + past participle

Compare the following sentences. The first of each set uses a non-reflexive verb. The second uses a reflexive verb.

- a. J'ai coupé le pain.
Je me suis coupé.
- b. Tu as lavé ta voiture.
Tu t'es lavé.
- c. Il a mis une cravate.
Il s'est mis au premier rang.
- d. Nous avons regardé des photos.
Nous nous sommes regardés dans la glace.
- e. Vous avez rencontré Louise.
Vous vous êtes rencontrés à la partie.
- f. Elles ont vu Lucie.
Elles se sont vues.

Now note the negative constructions:

- Tu t'es impatienté?
Non, je ne me suis pas impatienté.
- Ils se sont téléphoné?
Non, ils ne se sont pas téléphoné.

In reflexive verbs as well as non-reflexive verbs in the *passé composé*, the negative word (*pas*, *jamais*, *plus rien*) is placed between the auxiliary and the past participle.

Before we go on with the second half of this structure, let us go back and do some oral work.

* * *

Activity VII Speaking

Locate this activity on your tape. You are to follow the instructions given by the native French speaker. Again, you will be asked to use the *passé composé*.

* * *

Exercise 2 Une mauvaise journée

Jacques never loses his cool, but today he did. In fact, he did many things he usually does not do. Write what happened. You will have to use the passé composé.

Modèle: Jacques ne s'énerve pas.

Il s'est énervé.

1. Il ne se fâche pas.

2. Il ne s'inquiète pas.

3. Il ne s'impatiente pas.

4. Il ne s'embête pas.

5. Il ne se coupe pas.

6. Il ne se met pas en colère.

* * *

Exercise 3 Le lendemain

Jacques came home late after a party. The next day he did not do what he usually does. Say what he did not do. Again you will have to make use of the passé composé.

Modèle: D'habitude il se lève à huit heures.

Il ne s'est pas levé à huit heures.

1. Il se brosse les dents.

2. Il s'habille avec soin.

3. Il se dépêche.

Exercise 3 (continued)

4. Il se rend en classe.

5. Il s'amuse avec des amis.

6. Il s'achète un sandwich.

7. Il se promène dans le parc.

8. Il se couche tard le soir.

* * *

Structure Past tense of reflexive verbs (continued)

When a reflexive verb is in the passé composé, the past participle agrees in gender and number with a direct object that comes before the verb.

Let us look at two different cases.

CASE A: The reflexive verb is not followed by a direct object.

CASE B: The reflexive verb is followed by a direct object.

We will then look at examples that fall in each case.

CASE A: In this case, the past participle agrees with the reflexive pronoun if that pronoun is the direct object.

Let's look at the following examples:

Au mariage, Jean-Claude s'est amusé.

Au mariage, Betty s'est amusée aussi.

Est-ce que les invités se sont amusés?

Les soeurs de Jacqueline se sont amusées.

In the above sentences, se is a direct object.

In the next sentence, se is an indirect object. There is no agreement.

Jean-Claude et Betty se sont parlé.

They spoke to each other.

CASE B: The reflexive verb is followed by the direct object. In this case, the reflexive pronoun is always an indirect object. There is no agreement of the past participle.

Compare:

1. Sentence with one object.

The reflexive pronoun is the direct object - agreement of past participle.

Marie s'est lavée.

Betty s'est mise près de Claude.

Les garçons se sont peignés.

2. Sentences with two objects.

The reflexive pronoun is the indirect object. There is NO agreement.

Marie s'est lavé les mains.

Betty s'est mis du parfum.

Les garçons se sont peigné les cheveux.

* * *

Exercise 4 Mauvaise excuse

There was a party last night and the guests got home late. As a result, they overslept and missed their first-period classes. Explain that everyone got up late (tard), using the passé composé of the reflexive expression se lever tard. Watch for the agreement of the past participle.

Modèle: Anne s'est levée tard.

1. Henri _____
2. Charles et moi, nous _____
3. Toi, Philippe, tu _____
4. Irène et Annie _____
5. Toi, Anne, tu _____
6. Mes frères _____
7. Marie _____
8. Moi, Jeanne, je _____
9. Vous, Jean et Pierre, vous _____
10. Et vous, Lucie et Yvette, vous _____

* * *

Exercise 5 Achats

With the money they got for their graduation, Philippe and his friends went shopping. Say what each one bought himself or herself, using the passé composé of s'acheter.

Modèle: Anne s'est acheté une robe.

1. Robert _____ une guitare.
2. Suzanne _____ un pull-over.
3. Paul et Henri _____ des disques.
4. Monique et Louise _____ des vêtements.
5. Je _____ une cassette.
6. Tu _____ un livre.
7. Nous _____ une télé.
8. Vous _____ une radio.

* * *

Activity VIII Conversation

Jacqueline will ask you certain questions on the tape. Answer her using complete French sentences. Your answers do not have to be factual. you can invent your own answers. Write your answers below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

* * *

Exercise 6 Before the party

Write each of the following in the passé composé.

1. Anne se peigne.

2. Il se regarde dans la glace.

3. Lucie s'admire dans la glace.

4. Claude se lave la tête.

5. Henri se brosse les cheveux.

6. Elle se peigne les cheveux.

7. Marie se met du parfum.

8. Ils tombent dans l'escalier.

9. Nous nous lavons les mains.

Exercise 6 (continued)

10. Elles s'achètent une robe longue.

11. Vous, Paul et Edouard, vous vous préparez?

12. Hélène et Catherine s'amuse.

13. Tu te casses la jambe.

14. Elles se brossent les dents.

15. Nous nous achetons des chaussures noires.

* * *

Un jour important

You are to write a short paragraph. Relate the events of a memorable day in your family. Use the pronoun 'nous' and at least five reflexive verbs. Write your paragraph in the passé composé.

Un jour important (continued)

* * *

Récréation

Are you sportsminded? The French people think that we are very sportsminded. They also enjoy sports a great deal. Let us then introduce you to a few new terms that are related to sports. You could then listen to a sports broadcast on radio or television.

* * *

Activity I Pronunciation

Listen to the speaker as he reads out the new words for you. Make sure to repeat after him so as to learn the correct pronunciation. The list of new words is found on page 216 of your text.

* * *

Activity II Listening

In this activity we will find out just how much you keep up with sports in general. Follow the instructions given on the tape.

* * *

Dictation for Lesson 5

Listen to the following sentences carefully. After you are certain you have corrected all the errors, copy the sentences below.

1.

2.

3.

Dictation (continued)

4. _____

5. _____

6. _____

7. _____

8. _____

* * *

Review Chapitre cinq

Verbs: Complete each of the following sentences using the present tense of the verb in parentheses.

1. (acheter) Pour la partie, Jean _____ de la limonade. Anne et Julie _____ des fruits. Nous, nous _____ du rosbif. Et toi, qu'est-ce que tu _____?
2. (espérer) L'an prochain je _____ voyager. Ma soeur _____ aller en France. Et toi, qu'est-ce que tu _____ faire?
3. (mettre) Pour la partie, elle _____ son manteau bleu. Moi, je _____ une jolie robe. Mes cousins _____ leurs nouveaux costumes. Jean _____ une veste jaune. Et vous, qu'est-ce que vous _____?

* * *

Structure

Nancy is giving a party. Describe what each one is doing. Use the correct reflexive pronoun.

1. Paul _____ met près de la radio.
2. Je _____ moque de Catherine.
3. Anne et Marie _____ préparent un sandwich.
4. Mes cousins _____ disputent.
5. Je _____ amuse.
6. Tu _____ embêtes.
7. Ils _____ parlent.
8. Jean et Pierre _____ racontent des histoires.

Nancy and her friends are leaving on holidays. Before leaving, they have much to do. Describe what they have to do by using one of the two pronouns given.

1. Jean se brosse _____ dents. (ses, les)
2. Anne achète du pain. Elle _____ coupe pour faire des sandwiches. (le, se)
3. Nous nous lavons _____ figure. (sa, la)
4. Jean _____ achète un film pour sa caméra. (s', l')
5. Il va _____ installer dans la voiture. (s', m')
6. Julie _____ prépare pour le voyage. (la, se)

Yesterday Jacques did what he does today. Describe his activities using the passé composé.

1. Il se lève. _____
2. Il se brosse les dents. _____
3. Il se rase. _____
4. Il s'habille. _____
5. Il se rend en classe. _____

Marie and André are in love. Say what they did together using the passé composé.

1. Ils se téléphonent. _____
2. Ils se parlent. _____
3. Ils se disputent. _____
4. Ils se préparent pour les cours. _____
5. Ils se donnent rendez-vous au café. _____

* * *

Vocabulaire

Complete each of the following sentences with the correct verb.

1. Ils _____. (se rase, se lèvent)
2. Je suis fatigué. Je vais _____. (me coucher, me raser)
3. Elle _____ sur son lit. (se coupe, se couche)
4. Si vous ne _____ pas, vous serez en retard.
(vous rendez, vous dépêchez)

* * *

Reading Assignment for Lesson 5

Read each of the following sentences out loud to yourself before you do the recording. This will help you do a better reading.

1. Les soeurs de Jacqueline se sont bien amusées au mariage.
2. Avant d'aller en classe Marie-Louise s'est peigné les cheveux.
3. Je ne sais pas comment s'appelle mon professeur de français.
4. Parce qu'il était en retard, Louis s'est précipité devant une voiture.
5. Pour quand est-ce que Pierre et ses amis se sont-ils donné rendez-vous?
6. Je me suis réveillé beaucoup plus tard que d'habitude. C'est pourquoi je n'ai pas eu le temps de me peigner les cheveux.
7. Maintenant que nous habitons tous à Calgary, nous nous téléphonons souvent.
8. En vacances, je rentrais chez moi à deux heures du matin.

LESSON RECORD FORM

3300 French 30

Revised 90/02

FOR STUDENT USE ONLY

Date Lesson Submitted

Time Spent on Lesson

(If label is missing
or incorrect)

File Number

Lesson Number _____

Student's Questions and Comments

Apply Lesson Label Here

Name _____

Address _____

Postal Code _____

*Please verify that preprinted label is for
correct course and lesson.*

FOR SCHOOL USE ONLY

Assigned
Teacher: _____

Lesson Grading: _____

Additional Grading
E/R/P Code: _____

Mark: _____

Graded by: _____

Assignment Code: _____

Date Lesson Received:

Lesson Recorded _____

Teacher's Comments:

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

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3. POSTAGE RATES

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Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

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LESSON COMPLETION GUIDE

In the "Introduction" to this course you were asked to complete a chart to outline a schedule for doing this course within the required time limit. By now you should realize the importance of studying on a regular basis when learning a language.

Are you within the time limits you set up for yourself? If you are ahead, congratulations! If you are on target, fine! However, if you are behind, you may wish to use the chart on the reverse side of this page to revise your schedule.

If you need help in planning your schedule, please let us know.

Course _____

File Number _____

Lesson	Date To Be Completed	Date Sent	Date Returned	Grading
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
Review				

Chapitre Six (Camping à Pâques)

In this lesson you will begin the study of Chapter Six. From now on each lesson will cover two modules.

What you will do and learn in Chapter 6

The story you will read is about three teen-agers who are going camping for Easter vacation. As you will see, they meet unexpected trouble on their first night out.

Notes culturelles

You will learn about tourism in France (camping and hotels) and about the attitudes of young people towards military service.

Activities

You will learn how:

to express a personal obligation

to give your opinion on what one should do to be happy, rich, popular.

to state why you want to do certain things such as buy a car, go to college, travel.

to say what you like or don't like to do.

to say which activities you find useful, interesting, easy to do, and which ones you find useless, boring, difficult.

to say how much you are paying for various things.

You will also learn about cars and driving.

Structures

In this chapter you will learn more about the infinitive, which is used more frequently in French than in English. You will also learn a new verb form, the present participle (participe présent), which is used less frequently in French than English.

* * *

Module 1 La veille du départ

Tomorrow is the first day of the Easter holidays. For Jacques, it's the day of departure. He will be spending fifteen days with friends in the southern part of France. He is very glad to be leaving with Bernard and Roger, two experienced campers. It is his first time camping out. The three of them are making plans.

* * *

Activity I Listening

Locate this activity and listen to the conversation taking place between Jacques and his two friends. You will find the written text on page 222. The new vocabulary words are found in the section "Etude de mots" on page 223.

* * *

Vrai ou faux?

Read the following statements carefully. They are based on the reading you have just studied in Activity I. Indicate if the statement is true or false. If the statement is false, make the necessary changes in the space provided.

_____ 1. Pendant les vacances de Pâques, Jacques va faire du camping.

_____ 2. Les cousins de Jacques s'appellent Robert et Bertrand.

_____ 3. Jacques est un campeur expérimenté.

_____ 4. Les garçons devront partir à six heures du matin.

_____ 5. Les garçons vont partir en voiture.

* * *

Activity II Listening

Listen to the two parts of this activity - notes culturelles. The written text is found on page 223. By listening to the tape and following the written text, you can further your ability to read out loud a French text using correct pronunciation and intonation. Never overlook these possibilities.

* * *

Activity III Pronunciation

La consonne. Listen to the examples given on the tape and repeat after the speaker.

* * *

Questions personnelles

Answer each of the following questions using a complete French sentence. Your answers do not have to be factual.

1. Avez-vous déjà fait du camping?

2. Avec qui êtes-vous allé?

3. Où êtes-vous allé?

4. Qui était le chef de l'expédition?

5. Qui a préparé l'itinéraire?

6. Êtes-vous un campeur expérimenté?

7. Connaissez-vous des campeurs expérimentés?

Questions (continued)

8. Selon vous est-ce que le camping est une expérience intéressante? Pourquoi?

* * *

Structure L'infinifitif

Note the use of the infinitive in the following sentences.

J'aime voyager.

Nous devons partir à six heures.

I like to travel.

We must leave at six o'clock.

Mes cousins vont faire du camping.

My cousins are going to go camping.

In French the infinitive form consists of one word. In English it usually consists of two words. The infinitive is used more often in French than in English.

When looking up a verb in the dictionary, you will usually find the infinitive form of the verb.

* * *

Exercise 1 Laziness

If Marc and his friends do nothing in school, it is because they hate to work. Say that they dislike doing the following things, using the construction détester + infinitive.

Modèle: Marc n'étudie pas.

Il déteste étudier.

1. Anne n'étudie pas.

2. Paul ne prépare pas ses leçons.

3. Nous ne jouons pas au basketball.

Exercise 1 (continued)

4. Vous n'obéissez pas.

5. Tu ne finis pas tes devoirs.

6. Jean ne répond pas au professeur.

7. Sylvie ne fait pas ses devoirs.

8. René et Paul ne lisent pas.

* * *

Structure Devoir + infinitif

The verb forms for this verb are found on page 225. Study them carefully.

Devoir has several English equivalents. Here are some examples.

Il doit partir. He must go.

He has to go.

He is supposed to go.

Il devait partir. He was supposed to go.

He had to go.

Il a dû partir. He had to go.

He must have gone.

You will note that the French devoir cannot stand alone. It is followed by an infinitive.

The verb devoir also means to owe. Here is an example.

Je te dois dix stylos.

I owe you ten pens.

* * *

Activity IV Listening for signals

You will hear Jacques speaking about necessary actions or events. Follow the directions given on the tape. Indicate your answers below.

	<u>passé</u>	<u>présent</u>	<u>futur</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

* * *

Activity V Speaking

You will hear what certain people do. Say that they must do these things using devoir plus the infinitive. An example is given on the tape.

* * *

Activity VI Conversation

Jacques will ask you if you have to do certain things at home. Answer him using the verb devoir.

* * *

Exercise 2 Excuses

On weekends, Marc and his friends always find an excuse for not doing their homework. Fill in the blanks with the correct forms of devoir.

- Marc _____ aller chez un ami.
- Anne _____ rendre visite à sa grand-mère.
- Julie et Marie _____ laver la voiture.
- Paul et Henri _____ inviter leurs amis.
- Nous _____ aller en ville.

Exercise 2 (continued)

6. Vous _____ vous reposer.
7. Tu _____ aller chez le médecin.
8. Je _____ aller au cinéma.

* * *

Exercise 3 Obligations familiales

Ask your friend if she has to do the following things at home; then give your friend's reply.

Modèle: étudier

Q. Dois-tu étudier?

A. Oui je dois étudier.

1. aider ta mère

Q. _____

A. _____

2. écrire à tes grands-parents

Q. _____

A. _____

3. faire des courses

Q. _____

A. _____

4. acheter le journal

Q. _____

A. _____

5. faire ton lit

Q. _____

A. _____

6. faire ta chambre

Q. _____

A. _____

* * *

4. travailler

Exercise 4 (continued)

5. réussir à ses examens

6. sortir souvent

* * *

Exercise 5 Tourisme

Tourists tell where they were, are, or will be. You as the travel agent, tell them what they had, have, or will have to visit.

Use il fallait, il faut, or il faudra.

Modèle: Nous étions à Paris.

Il fallait visiter Notre Dame.

1. Vous irez à Chartres.

la cathédrale.

2. Je vais à Londres.

le musée.

3. Nous irons à Montréal.

le centre des arts.

4. Vous allez en Californie.

Disneyland.

5. J'étais à Vancouver.

gaz town.

6. J'étais à Ottawa.

le parlement.

* * *

Exercice 6 L'Amérique du Sud

Jean has travelled in South America. He tells us what he had to do. His friend Pierre will also go there for a trip. He tells us what he will do. Play the role of the two boys.

Modèle: préparer un itinéraire

Jean: Il a fallu préparer un itinéraire.

Pierre: Il faudra préparer un itinéraire.

1. acheter des chèques de voyage

Jean: _____

Pierre: _____

2. préparer les valises

Jean: _____

Pierre: _____

3. avoir un passeport

Jean: _____

Pierre: _____

4. prendre des billets

Jean: _____

Pierre: _____

5. réserver des chambres

Jean: _____

Pierre: _____

6. téléphoner à l'agence de voyage

Jean: _____

Pierre: _____

* * *

Module 2 Le chef

Before leaving, Bernard declared that he was leader of the expedition.

After all, he is the driver and he owns the car. Roger and Jacques both agree. They all leave as planned at 6:00 a.m.

The weather is nice, it isn't too warm . . . an ideal day to travel.

* * *

Activity I Listening

Locate this activity on your tape. You will hear what happened to our three travelling companions. There are quite a few new vocabulary words. You will find some in the right hand margin of page 228, where the script for this activity is found. Also be sure to study the vocabulary found on page 229 - "Etude de mots".

Locate all of these new words in the text on page 228. you should have no problem understanding the complete text. If you should find difficulties, feel free to ask your teacher for some help.

* * *

Questions

The following questions are based on the text you have just studied. Answer each question using a complete French sentence. It is very important that you keep on using French sentences. This is the best way to help you become fluent in the language.

1. Qui est-ce qui conduit la voiture?

2. Quel temps fait-il?

3. Est-ce que Bernard est fatigué?

4. Pourquoi est-ce que Bernard ne veut pas s'arrêter au premier camping?

5. Est-ce que Bernard veut s'arrêter au deuxième camping?

6. Pourquoi est-ce que les garçons ne peuvent pas s'arrêter au troisième camping?

* * *

Activity II Listening

Note culturelle: Le camping en France.

Camping is very popular in France. Listen to the activity as recorded on your tape. By now, you should be able to fully understand without having to refer to the text (page 229). If you are having difficulties, you might spend some time reviewing previous vocabularies.

* * *

Questions personnelles

Answer each of the following in French sentences.

1. Avez-vous une voiture?

2. De quelle voiture avez-vous envie?

3. Qui est-ce qui sait conduire dans votre famille? (drive)

4. Est-ce que vous conduisez vite?

5. Le week-end, faites-vous des promenades en voiture? Où? Avec qui?

* * *

Activity III Pronunciation

In French the sound /K/ is pronounced without releasing a puff of air.

Listen to the examples given on the tape and repeat after the speaker.

* * *

Note de vocabulaire

Note the following expressions related to driving.

En voiture:

conduire Jacques conduit vite.

Jacques drives fast.

rouler Nous roulons sur la route 290.

We are driving along highway 290.

marcher Nous marchons vite.

We are driving fast.

faire une promenade en voiture - going for a drive.

Now study the following prepositions and note how they are used in a sentence.

a. pour - in order to

J'étudie pour réussir à l'examen.

I'm studying in order to succeed at the exam.

b. au lieu de - instead of

Au lieu de rester ici, je vais voyager.

Instead of staying here, I will travel.

c. sans - without

Ne pars pas sans avoir de l'argent.

Don't leave without money.

d. avant de - before

Téléphone avant de partir.

Phone before leaving.

Note the difference between:

avant + noun (pronoun) Téléphone-moi avant midi.

avant de + verb Téléphone avant de partir.

* *

Structure Le verbe conduire

The verb conduire (to drive) is irregular. Here are the basic forms of the verb. Fill in the missing forms.

Infinitif		conduire	
	<u>Présent</u>		<u>Futur</u>
je	conduis	je	conduirai
tu	conduis	tu	_____
il	conduit	il	_____
nous	conduisons	nous	_____
vous	conduisez	vous	_____
ils	conduisent	ils	_____

Structure (continued)

	<u>Imparfait</u>		<u>Passé Composé</u>
je	conduisais	j'ai	conduit
tu	_____	tu	_____
il	_____	il	_____
nous	_____	nous	_____
vous	_____	vous	_____
ils	_____	ils	_____

Here are some other verbs conjugated like conduire.

construire	to build, construct
produire	to produce, create
traduire	to translate
se conduire bien	to behave
se conduire mal	to misbehave

* * *

Activity IV Speaking

In Robert's family, everyone drives a different car. Say what each one drives, using conduire.

* * *

Activity V Conversation

Jacques will ask you about the driving habits of your family. Answer him.

* * *

Questions personnelles

Answer each of the following , using a complete French sentence.

1. Savez-vous conduire?

2. Qui conduit chez vous?

Questions (continued)

3. Est-ce que vos parents conduisent?

4. Quelle voiture conduisent-ils?

5. Avez-vous déjà conduit la voiture de vos parents?

6. Quelles voitures avez-vous conduites?

7. Est-ce que vous conduisez pour aller en classe?

8. Est-ce que vous vous conduisez bien en classe?

9. Est-ce que vous construisez des projets d'avenir? (future)

10. Traduisez-vous de l'anglais au français?

* * *

Structure Use of infinitive after a preposition

After all prepositions (except en) French uses the infinitive form of the verb. In English, we usually use a verb ending in - ing.

Study the following examples.

1. Henri rêve de faire du tennis.
Henri dreams of playing tennis.
2. Jean a peur d'être en retard.
Jean is afraid of being late.
3. Elles sont prêtes à partir.
They are ready to leave.
4. Avant de partir, elle se brosse les cheveux.
Before leaving, she brushes her hair.
5. Il roule sans s'arrêter.
He drives without stopping.
6. C'est une journée idéale pour voyager.
It is an ideal day for travelling.

Note: Pour + infinitive expresses the meaning of in order to.

Pour réussir, il faut étudier.

In order to succeed, one must study.

* * *

Activity VI Speaking

You will hear Jacques tell you what he likes to do. His mother tells him to study his lessons before he does these things.

Follow the instructions given on the tape.

* * *

Exercise 7 Chronologie

For each sentence, decide which of the two actions in parentheses should come first. Write your conclusion in a sentence according to the model.

(se laver, se coucher)

Avant de se coucher, il faut se laver.

1. (se coucher, se déshabiller)

2. (réfléchir, parler)

Exercise 7 (continued)

3. (se marier, se fiancer)

4. (payer, sortir du restaurant)

5. (conduire, prendre des leçons)

6. (avoir un passeport, aller en France)

* * *

Exercise 8 Oversights

The following people forget to do certain important things. Indicate this according to the model. Note that the verb has to be changed.

Modèle: Il part mais il ne prend pas d'essence.

Il part sans prendre d'essence.

1. Jean vient chez moi mais il ne me téléphone pas.

2. Tu parles mais tu n'écoutes pas les autres.

3. Ils sont partis mais ils n'ont pas dit au revoir.

Exercise 8 (continued)

4. Nous partons du restaurant mais nous ne payons pas.

5. Hélène conduit mais elle ne fait pas attention.

6. Tu parles mais tu ne connais pas la réponse.

* * *

Dictation for Lesson 6

Listen to the sentences carefully. Write each sentence down below. Try to correct as many errors as possible. Always make sure you have not overlooked any agreements.

1.

2.

3.

4.

5.

Dictation (continued)

6. _____

7. _____

8. _____

* * *

LESSON RECORD FORM

3300 French 30

Revised 90/02

FOR STUDENT USE ONLY

Date Lesson Submitted

(If label is missing
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Lesson Recorded _____

Teacher's Comments:

ALBERTA DISTANCE LEARNING CENTRE

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Module 3 Dispute et réconciliation

It is very late and the three boys have not yet found a place to camp. Where should they spend the night? Each of the boys has a different opinion. Listen to the discussions that take place between Bernard and his friends.

* * *

Activity I Listening

You will find out what the three boys are going to do. There are quite a few new vocabulary words. Study them carefully. A list is found on page 236 - "Etude de mots". You will also find some explanations in the right hand margin of the text found on pages 234 and 235.

* * *

Activity II Listening Note culturelle

This is an interesting note, especially if you ever intend to visit France. The written text is found on page 235. France appeals to tourists. There are many hotels. Some are very luxurious; others are very modest.

* * *

Activity III Pronunciation

At the beginning of a word, the consonant /r/ is more distinctly pronounced than in the middle or at the end of a word.

Listen to the various examples given on the tape and repeat after the speaker.

* * *

Structure Les verbes comme PAYER

French verbs which end in -yer in the infinitive, are conjugated like payer (to pay, pay for). Here are the various forms for this verb.

	<u>Infinitif</u>	<u>payer</u>
	<u>Présent</u>	<u>Futur</u>
je	paie	je paierai
tu	paies	tu paieras
il	paie	il paiera
nous	payons	nous paierons
vous	payez	vous paierez
ils	paient	ils paieront

<u>Imparfait</u>		<u>Passé Composé</u>	
je	payais	j'ai	payé
tu	payais	tu as	payé
il	payait	il a	payé
nous	payions	nous avons	payé
vous	payiez	vous avez	payé
ils	payaient	ils ont	payé

Note: The spelling modifications occur only in the stems as indicated above.

The y of the stem becomes i in the present tense when followed by a silent ending.

je paie
tu paies
il paie
ils paient

This change also occurs in the future stem (je paierai).

Here are some verbs conjugated like payer.

essayer to try
employer to use, employ
envoyer to send

*Envoyer has an irregular stem in the future:

j' enverrai
tu enverras
il enverra
nous enverrons
vous enverrez
ils enverront

* * *

Activity IV Speaking

You will hear how much Bernard's friends are paying for their meals. Follow the instructions given on the tape.

* * *

Exercise 1 Marie est malade

Since Marie is sick, each of her friends is sending her something. Complete the sentences using the present tense of envoyer.

Modèle: Jean lui envoie des livres.

1. Nous lui _____ un télégramme.
2. Lucie lui _____ une carte postale.
3. Je lui _____ une jolie carte.
4. Vous lui _____ des chocolats.
5. Ses cousines lui _____ une lettre.
6. Tu lui _____ un magazine.
7. Anne et Paul lui _____ un livre.

* * *

Structure Verbe + infinitif

Quite often French verbs are followed by infinitives. Here are three patterns that such a construction can follow.

main verb + infinitive	Je veux camper.
main verb + à infinitive	J'hésite à camper.
main verb + de + infinitive	Je décide de camper.

The choice of the pattern depends on what the main verb is.

Now if you go back to page 234, you will find such examples in the text. Give 5 examples where à + infinitive is used.

1. _____
2. _____
3. _____
4. _____
5. _____

Give 5 examples where de + infinitive is used.

1. _____
2. _____
3. _____

Structure (continued)

4. _____

5. _____

On page 237 at the bottom of the page, you will find a list of verbs which follow the pattern:

main verb + infinitive

Study these carefully so that you may use them properly in future French sentences.

On page 238, you will find a list of verbs which follow the pattern:

main verb + à + infinitive

In each case, a French example is given along with the English equivalent.

On page 238, you will find a list of verbs which follow the pattern:

main verb + de + infinitive.

Activity V Speaking

You will hear that Bernard's friends are all learning something new. Follow the instructions given to you on the tape.

* * *

Activity VI Speaking

Roger's friends came to class unprepared. You will hear what each forgot to do. Listen to the example given on the tape and follow the instructions given.

* * *

Questions sur le texte

The following questions are based on the text found on pages 234 and 235. Answer each of the following using a complete French sentence.

1. Qui déteste camper dans un endroit isolé?

2. Qui veut prendre le train?

3. Qui continue à protester?

Questions (continued)

4. Qui commence à s'énerver?

5. Qui menace de partir?

6. Qui promet de chercher un hôtel?

* * *

Exercise 2 Le téléphone

Complete each of Alice's statements using the appropriate preposition when required.

1. Monique veut _____ aller au cinéma. Elle essaie _____ acheter des billets. Heureusement elle réussit _____ en avoir.
2. Marie hésite _____ sortir. Elle ne veut pas _____ aller au cinéma. Elle préfère _____ regarder la télé ce soir.
3. Hier Gilles a oublié _____ téléphoner à Anne. Il doit _____ penser _____ lui téléphoner aujourd'hui.
4. J'aime _____ voyager et j'ai décidé _____ acheter une voiture. Voilà pourquoi j'apprends _____ conduire.
5. Finissez _____ jouer et pensez _____ travailler. Vous devez _____ finir vos devoirs pour demain.

* * *

Exercise 3 Frustration

Robert decides that he should learn to dance. Complete the sentences below with danser. Use à or de when necessary.

Modèle: Robert veut danser.

1. Il ne sait pas _____
2. Il veut _____
3. Il décide _____
4. Il apprend _____

Exercise 3 (continued)

5. Il essaie _____
6. Il ne réussit pas _____
7. Il ne veut plus _____
8. Maintenant il déteste _____

* * *

Questions personnelles

Say if you like or dislike the following activities.

Modèle: Aimez-vous aller en classe?

Oui, j'aime aller en classe.

Non, je n'aime pas aller en classe.

Aimez-vous. . . .

1. danser?

2. faire du sport?

3. faire du camping?

4. écouter le professeur?

5. lire?

6. voyager?

7. étudier?

8. travailler?

Questions (continued)

9. parler français?

10. écouter de la musique?

11. aller aux concerts?

12. regarder la télévision?

Oubliez-vous de ...

13. être à l'heure?

14. faire vos devoirs?

15. étudier vos leçons?

16. regarder la télévision?

17. vous brosser les dents?

* * *

Exercise 4 Paul aime protester

Paul likes to complain. Complete the following sentences using the correct form of the verb protester. Add à or de when necessary.

Modèle: Il n'hésite pas . . .

Il n'hésite pas à protester.

1. Il aime _____

2. Il pense toujours _____

Exercise 4 (continued)

3. Il songe _____
4. Il ne finit pas _____
5. Il continue _____
6. Il cherche _____
7. Il préfère _____
8. Il va _____
9. Il essaie toujours _____
10. Il n'oublie jamais _____
11. Il veut _____
12. Il commence _____

* * *

Etude de mots

Here is another irregular verb. Fill in the blanks where necessary.

Infinitif - découvrir (to discover)

Présent - is formed like that of regular -er verbs.

je découvre

tu découvres

il découvre

nous _____

vous _____

ils _____

* * *

Structure Adjectif + infinitif

French adjectives are often followed by an infinitive. Here is a common pattern:

adjective + de + infinitive.

Modèles: Je suis heureux de camper ici.

I am happy to camp here.

Modèle: Il est difficile de trouver un endroit pour camper.

It is hard to find a place to camp.

* * *

Activity VII Conversation

Bernard will ask you if you like certain activities. Follow the instructions given on the tape.

* * *

Activity VIII Listening comprehension

Listen to the conversation between Pierre and his sister Colette. You will also hear two questions. Write your answers below.

1. _____

2. _____

* * *

Exercise 5 Your decision

Give your opinion about the following activities by completing the sentences below. Here is a list of activities.

aller à Vancouver	parler français	aller au cinéma
danser	voyager	visiter la Chine
étudier	faire du sport	avoir du succès
faire du camping	parler anglais	rencontrer des jeunes gens
regarder la télé	lire un livre	écrire des poèmes

Modèle: Je suis content de voyager et de faire du sport.

1. Je trouve agréable _____

2. Je trouve utile _____

3. Je trouve formidable _____

Exercise 5 (continued)

4. Je pense qu'il est inutile _____

5. Il est difficile _____

6. Il est facile _____

* * *

Module 4 Un spectacle saisissant

It is two in the morning. In the tent, the atmosphere is suffocating. Jacques wakes up and leaves the tent. Outside, something strange awaits him. He is afraid of what is going on. He comes into the tent afraid, and wakes up his two friends.

* * *

Activity I Listening

After you have located this activity on your tape, listen to the conversation between the three boys. What strange events are taking place? The text is found on page 242. Study the new vocabulary found on page 243 - "Etude de mots".

* * *

Questions

The following questions are based on the text you have just studied. Answer each question using a complete French sentence.

1. A quelle heure Jacques se réveille-t-il?

2. Qu'est-ce qu'il voit dans le ciel?

3. Qu'est-ce qu'il fait?

Questions (continued)

4. Qu'est-ce qu'on aperçoit dans la forêt?

* * *

Activity 11 Listening Note culturelle: Les forêts en France

There are many forests in France. Some of these are private, others are public. Listen to what is said about them on your tape. You will find the text along with the new words, on page 243.

* * *

Questions personnelles

Answer each of the following questions in French. You do not have to give true answers. We want you to practice expressing complete ideas in French. NOTE: I sleep=je dors, I go to sleep=je m'endors

1. Rêvez-vous la nuit?

2. Avez-vous peur la nuit?

3. La nuit, avez-vous peur des ombres?

4. De quelles choses avez-vous peur?

5. Qu'est-ce que vous faites la nuit?

6. Est-ce que vous aimez regarder le ciel la nuit?

7. Quelles choses faites-vous à l'intérieur?

Questions (continued)

8. Quelles choses faites-vous dehors?

* * *

Activity III Pronunciation

The sound /s/ is represented by several letters in French. Listen to the instructions and the examples given on the tape.

* * *

French cognates

Some words are similar in both the French and English languages. They are known as cognates.

Many English nouns and adjectives end in -ary. The majority of these words have French cognates in -aire.

- Modèles: - an extraordinary sight
- un spectacle extraordinaire
- a French dictionary
- un dictionnaire français

Many English words ending in -ar and -arian also have French cognates in -aire.

- Modèles: - a spectacular film
- un film spectaculaire
- a vulgar attitude
- une attitude vulgaire
- a totalitarian state
- un état totalitaire

* * *

Exercise 6 Similar expressions

The following adjectives are incomplete. Write these endings. Then use them to write expressions similar in meaning to the ones below.

adjectifs: élémentaire, pol_____,
spectacul_____, légend_____,
imagin_____, circul_____,
supplément_____, réactionn_____.

Modèle: Une histoire inventée est une histoire imaginaire.

1. Un succès exceptionnel est

2. Une table ronde est

3. Une portion en plus est

4. Un héros fabuleux est

5. Des idées très conservatrices sont

6. Un climat très froid est

7. Une solution simple est

Structure Le verbe apercevoir

Study the forms of apercevoir (to see, catch sight of)

Infinitif apercevoir

	<u>Présent</u>		<u>Futur</u>
j'	aperçois	j'	apercevrai
tu	aperçois	tu	apercevras
il	aperçoit	il	apercevra
nous	apercevons	nous	apercevrons
vous	apercevez	vous	apercevrez
ils	aperçoivent	ils	apercevront
	<u>Imparfait</u>		<u>Passé Composé</u>
j'	apercevais	j'ai	aperçu
tu	apercevais	tu as	aperçu
il	apercevait	il a	aperçu
nous	apercevions	nous avons	aperçu
vous	aperceviez	vous avez	aperçu
ils	apercevaient	ils ont	aperçu

Here are some other verbs conjugated like apercevoir.

recevoir	to receive, entertain
décevoir	to deceive, disappoint
s'apercevoir de	to note, realize

* * *

Activity IV Listening for signals

Locate this activity on your tape. Follow the instructions given and write your answers below.

	<u>Hier</u>	<u>Aujourd'hui</u>	<u>Demain</u>
	A	B	C
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

Activity IV (continued)

	<u>Hier</u>	<u>Aujourd'hui</u>	<u>Demain</u>
	A	B	C
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
	*	*	*

Exercise 7 View from the top

From the top of the Eiffel Tower, Jean and his friends have a good view of Paris. Tell what each one says, using the right forms of apercevoir.

1. Nous _____ Notre Dame.
2. Vous _____ les Invalides.
3. J' _____ l'Opéra.
4. Tu _____ les Champs-Élysées.
5. Marc _____ l'Arc de Triomphe.
6. Elle _____ la Tour Montparnasse.
7. Ils _____ deux églises.
8. Anne et Marie _____ un hôtel.

* * *

Structure Les adjectifs en -ant

Many French adjectives end in -ant. These adjectives are often derived from verbs as follows:

stem	+	ending
nous-form of the present minus -ons	+	ant

Structure (continued)

Modèles: nous décevons - ons + ant = décevant

un spectacle qui étonne

un spectacle étonnant

une remarque que amuse

une remarque amusante

des propos qui choquent

des propos choquants

*Often, but not always, adjectives ending in -ant correspond to English adjectives ending in -ing.

Modèle: intéressant - interesting

*Adjectives ending in -ant (like all adjectives) agree in number and gender with the nouns they modify.

They have four forms. Note their endings.

	Singular	Plural
Masculine	tremblant	tremblants
Feminine	tremblante	tremblantes

* * *

Activity V Listening for signals

Listen to the instructions given on the tape. Indicate your answers below.

	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

* * *

Activity VI Speaking

Georges and Roger are always of the same opinion. Listen to the instructions given on the tape.

* * *

Exercise 8 Like brother, like sister

When you know one member of the family, you know them all. Complete the following sentences according to the model.

Anne est amusante.

Henri est amusant.

1. René est intéressant.

France _____

2. Raoul est contrariant.

Marie est _____

3. Emile est charmant.

Anne et Betty sont _____

4. Lucie est énervante.

Léon et Jean sont _____

* * *

Exercise 9 Une question de style

Change the following expressions and replace them with verbal adjectives, according to the model.

Modèle: une attitude qui déconcerte

une attitude déconcertante

1. un silence qui impressionne

2. un climat qui change

3. des gestes qui inquiètent

4. un couteau qui coupe

Exercise 9 (continued)

5. une remarque qui choque

6. un remède qui réconforte

7. un spectacle qui saisit

* * *

Exercise 10 L'institutrice

The teacher is describing some of the children in her class. Complete her statements according to the model.

Henri m'énerve.

C'est un garçon énervant.

1. Pascal m'irrite.

2. Christine m'embête.

3. Joël obéit toujours.

4. Marie désobéit.

5. Christophe me surprend.

6. Anne me déçoit.

* * *

Dictation for Lesson 7

Listen to the sentences, then write them below. Make sure you have corrected all the errors you can find.

1.

2.

3.

4.

5.

6.

7.

8.

Reading Assignment for Lesson 7

After you have read these sentences once or twice, record each of the following and send them along with your lesson.

1. Si Jean ne trouve rien de convenable, il promet de chercher un hôtel.
2. Je suis heureuse d'apprendre le français car je veux passer mes vacances au Québec.
3. La semaine dernière, mon amie et moi, nous avons décidé d'aller au cinéma.
4. Mon amie préférait voir un "western". Nous avons commencé à nous disputer.
5. Pendant la nuit lorsque je ne dors pas, je regarde un programme à la télévision.
6. J'ai un frère qui n'est pas brillant. Il n'est pas amusant, et ses réflexions sont toujours irritantes.
7. A table, je me suis mise à côté de mon frère. Ou c'est peut-être lui qui s'est mis à côté de moi.
8. Mes parents s'impatientent rarement. Mais quand je rentre à trois heures du matin, mon père se met en colère.

* * *

LESSON RECORD FORM

3300 French 30

Revised 90/02

FOR STUDENT USE ONLY

Date Lesson Submitted

Time Spent on Lesson

(If label is missing
or incorrect)

File Number

Lesson Number _____

Student's Questions and Comments

Apply Lesson Label Here

Name _____

Address _____

Postal Code _____

*Please verify that preprinted label is for
correct course and lesson.*

FOR SCHOOL USE ONLY

Assigned
Teacher: _____

Lesson Grading: _____

Additional Grading
E/R/P Code: _____

Mark: _____

Graded by: _____

Assignment Code: _____

Date Lesson Received:

Lesson Recorded _____

Teacher's Comments:

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

Module 5 Les manoeuvres

Seeing shadows outside of their tent, the three boys wanted to get out. They didn't have time. Eight armed men surrounded them. One spoke to Bernard.

* * *

Activity I Listening

Locate this activity on your tape. You will find out what the boys discovered about their camping spot. The written text is found on page 248. You should study the new vocabulary so as to further your understanding of the text. "Etude de mots" on page 249.

* * *

Activity II Listening Note culturelle: Le service militaire

In France military service is compulsory. Everyone must do one year of service before the age of 21. Students can choose to do it later. Listen to this activity as recorded on your tape. You will find the text on page 249.

* * *

Notes de vocabulaire

1. Compare the following two verbs in French. Quitter et partir.

In English, both can be translated by the verb to leave.

In French quitter is always accompanied with a direct object. The past tense of quitter is conjugated with avoir.

Contrastez: a. D'habitude je quitte la maison à 7 heures.
 Hier je l'ai quittée à huit heures.

 b. D'habitude je pars de la maison à 7 heures.
 Hier je suis parti à huit heures.

2. Donc. The expression donc often has the English meaning of therefore.

Modèle: Je pense donc je suis.

 I think, therefore I am.

 Viens donc!

 Come.

 Tu ne sais donc pas que . . .

 Don't you know that . . .

* * *

Activity III Pronunciation

In French the sound /p/, is pronounced without releasing a puff of air. Listen to the examples given on the tape and repeat after the speaker.

When doing this activity, you may hold a lighted candle a few inches in front of your mouth. If the flame moves when you repeat the examples, you are using an English /p/ sound.

* * *

Structure The present participle

This is a new verb tense for you. It is not difficult. Learn it now and you will have no further trouble.

The French present participle (participe présent) is formed like the adjective in -ant.

The present participle has only one form. It does not take adjective endings.

Here is how it is formed.

nous-form of the present minus ons + ant

Modèles: Camper (nous campons)

En campant ici, vous . . .

Campant is the participe présent.

Partir (nous partons)

En partant, regardez à droite!

Partant is the participe présent.

Voir (nous voyons)

En voyant la carte, il . . .

Voyant is the participe présent.

There are three irregular participes présents:

étant = être

ayant = avoir

sachant = savoir

* * *

Exercise 1 La journée de Pierre

Fill in the blanks with the present participle of the verbs in parentheses.

Modèle: (rentre) En rentrant, j'ai vu Pierre.

1. (couper) Ma soeur s'est coupée en _____ du pain.
2. (jouer) Je me suis amusé en _____ au ping-pong.
3. (regarder) J'ai déjeuné en _____ la télévision.
4. (lire) Je me suis reposé en _____ un livre.
5. (finir) J'ai compris le mystère en _____ ce livre.
6. (téléphoner) En me _____ Anne m'a demandé de
passer chez elle.
7. (accepter) En _____ j'ai pensé sortir avec elle.
8. (revenir) En _____ de chez Anne, j'ai vu Renée et
son frère.
9. (faire) Ils se sont perdus en _____ une promenade
en moto.
10. (descendre) Leur père est tombé en _____ l'escalier.

* * *

Exercise 2 Faites attention

Tell your friends to be very careful under certain circumstances.
Begin your sentences with:

Faites attention en + participe présent.

Modèle: quand vous voyagez

Faites attention en voyageant!

1. quand vous allez en classe

2. quand vous rentrez à la maison

Exercise 2 (continued)

3. quand vous prenez le métro

4. quand vous jouez au ballon

5. quand vous partez en vacances

6. quand vous choisissez un terrain de camping

* * *

Structure L'expression: en + participe présent

Study the following examples. You will note the use of the present participle after the preposition en.

-En restant ici, vous prenez un risque.

By staying here, you are taking risks.

-En partant, ils ont vu mon frère.

On leaving, they saw my brother.

-En regardant la carte, ils ont compris.

By looking at the map, they understood.

-Pierre chante en conduisant.

Pierre sings while driving.

-Il a dit cela en plaisantant.

He said that jokingly.

-Ils sont partis en tremblant.

They left trembling.

Note: a. In each of the above, the preposition en is followed by the present participle.

- b. The expression *en* + (present participle) has several English equivalents. eg. upon, on, by, in, while, . . .
- c. The French present participle is not used to express actions in the present.

I am working.

Je travaille.

- d. The French present participle is not used to express continuing actions in the past.

I was working when you came.

Je travaillais quand tu es venu.

- e. The French present participle is not used as the object of the verb.

I like working.

J'aime travailler.

- f. The French present participle is not used after prepositions (with the exception of *en*). The infinitive is used after *sans*, *pour*, *avant de*, . . .

He rests before working.

Il se repose avant de travailler.

Activity IV Speaking

Bernard often sings while he is doing something else. Follow the instructions given on the tape.

* * *

Activity V Speaking

Robert seems to be everywhere. Locate this activity on your tape. This is another exercise in the use of the *participe présent*.

* * *

Exercise 3 According to Henri

You can only learn something by doing it. Complete the advice he gives by adding *en* + *participe présent*.

Modèle: Tu apprendras à danser en dansant.

1. Vous apprendrez à chanter . .

2. Anne apprendra à faire du ski . .

Exercise 3 (continued)

3. Gérard apprendra à conduire . .

4. René apprendra à jouer de la guitare . .

5. Tu apprendras à parler français . .

6. Ils apprendront à écrire le français.

* * *

Exercise 4 Chacun sa méthode

John and his friends all have their own ways of learning French. Write out what each one does according to the model.

John écoute des disques. Il apprend le français en écoutant des disques.

1. Marc travaille pour une compagnie française. Il apprend le français

2. Hélène sort avec un Canadien français. Elle apprend le français

3. Paul et Robert sortent avec des Françaises. Ils apprennent le français

4. Albert va en France. Il apprend le français

5. Suzanne lit des livres. Elle apprend le français

* * *

Récréation

Open your text to page 254. You will find the names for various parts of a car.

Locate Activity VI on your tape. The speaker will help you learn the correct pronunciation of these words.

* * *

Chapitre Sept Une soirée mouvementée

To impress his date, Mireille, Olivier borrows his father's car without permission. At the dance, he discovers that a taillight has been broken. He spends the rest of the evening at his cousin's garage getting the damage repaired, only to find out, the next morning, that the accident had occurred before he took the car.

What you will learn in Chapter 7

Notes culturelles:

You will read more about French teen-agers and where they go dancing on Saturday nights.

Activities:

You will learn how:

to express an order

to formulate a wish

to express your hopes and fears, beliefs and doubts

to express your emotions.

Structure:

In this chapter you will learn a new verb form; the subjunctive. This form, which has almost disappeared from the English language, is often used in French.

* * *

Module 1 Déception et décision

Scene 1 Olivier, Etienne, Thierry, Frédéric

Olivier is at a restaurant with his friends. It is raining.

* * *

Activity I Listening

Locate this activity on your tape. The written text is found on page 268. As usual, you will find explanations for new words in the right hand side of the page, and in the section "Etude de mots". You will find it on page 271.

* * *

Activity II Questions

You will hear 5 questions based on the above activity. Write your answers in the space below.

1. _____
2. _____
3. _____
4. _____
5. _____

* * *

Activity III Listening

Scene II Monsieur et Madame Roussel.

Mrs. Roussel answers the phone. Olivier asks the question. She goes and asks her husband. Listen to this activity on your tape. The text is found on pages 268 and 269.

* * *

Activity IV Questions

You will hear 3 questions based on Activity III. Write your answers in the spaces below.

1. _____
2. _____
3. _____

* * *

Activity V Listening

Scene III Olivier

Olivier comes home. He is very disappointed. He did hope to get his father's car but his father doesn't want to lend it to him. Olivier doesn't lose all hope.

Listen to this activity. The text is found on page 269.

* * *

Activity VI Questions

You will hear 4 questions based on the previous activity. Write your answers below.

1. _____
2. _____
3. _____
4. _____

* * *

Activity VII Listening

This activity has two parts to it. Locate it on your tape. You will find the text on page 270. New vocabulary words are explained below the text.

* * *

Activity VIII Pronunciation

In French, the final consonant of a verb is generally not pronounced. The final consonant of the stem of a verb is pronounced very distinctly when it is followed by a silent 'e' or a pronounced ending.

Listen to the examples given on the tape and repeat after the speaker.

* * *

Structure Tenses and modes

-Verb tenses indicate the time of action.

Examples: present
 future
 imperfect
 past

-Verb modes indicate the attitude of the speaker toward the action.

Examples: indicative
 subjunctive

The indicative mode is used to make statements of fact about an action. It is the mode often used in French and in English.

The subjunctive mode is used to express attitudes of obligation, wish, doubt and uncertainty toward an action.

In French the subjunctive mode is required after many expressions.

Structure (continued)

Modèles:

Indicative D'habitude j'ai une moto.

Subjunctive Ce soir il faut que j'aie une moto.

Indicative Je suis toujours à l'heure.

Subjunctive Il faut que je sois à l'heure ce soir.

Indicative Jean prend souvent le bus.

Subjunctive Son père insiste qu'il prenne le bus.

Note: The French subjunctive is almost always introduced by que. But, que may also be followed by the indicative.

The choice of whether to use the subjunctive or the indicative after que, depends on the words which precede it.

Compare:

IndicativeSubjunctive

Je vois que tu es là.

Je veux que tu sois là.

Je dis que tu es là.

J'insiste pour que tu sois là.

Je sais que tu es là.

Je désire que tu sois là.

Structure How to form the subjunctive

In this module you will learn how to form the subjunctive of most French verbs. In Module II you will learn when to use the subjunctive, and you will also learn the irregular subjunctive forms.

Open your book to page 273. Study section B very carefully. You will note how, for all regular and most irregular verbs, the subjunctive

Exercise 5 The party is over

Fill in the blanks with the correct subjunctive forms of rentrer (to go home). The subjunctive is required after Il faut que.

1. Il faut que Marie _____
2. Il faut que je _____
3. Il faut que vous _____
4. Il faut que nous _____
5. Il faut que Pierre _____
6. Il faut que mes cousins _____
7. Il faut que tu _____
8. Il faut que Jean et Paul _____

Activity IX Listening for signals

Listen to the instructions given on the tape.

	A	B
	je sais . . .	je veux . . .
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

* * *

Activity X Speaking

Locate this activity on your tape. Follow the instructions given by the native speaker.

* * *

Activity XI Speaking

This activity immediately follows Activity X. Follow the instructions given on the tape.

Exercise 6 Before the test

Everyone is nervous. Everyone hopes that today, the candidates will do as well as they usually do. Express these hopes using

Pourvu que + subjunctive

Modèle: Marc et Pierre répondent correctement.

Pourvu qu'ils répondent correctement.

1. Je réponds correctement.

2. Marthe et Anne réussissent.

3. Claude réussit.

4. Je réussis.

5. Tu réussis.

6. Jean et Guy comprennent la question.

7. Je comprends la question.

8. Tu comprends la question.

9. Léon et Marie connaissent la réponse.

10. Anne connaît la réponse.

Exercise 7 Pique-nique

Michele is organizing a picnic and asks her friends to do certain things for her. For emphasis, she speaks the commands, beginning the second sentence with *Il faut que* + subjunctive. Write out what she says.

Modèle: Achetez des fruits!

Il faut que vous achetiez des fruits.

1. Apportez de la limonade!

2. Invitez des amis!

3. Choisissez un endroit agréable!

4. Achetez du pain!

5. Venez à midi!

6. Prenez vos appareils-photos!

* * *

Composition

Write six sentences explaining what your teacher expects from the class. Begin each sentence with

Il (Elle) veut que

or

Il (Elle) insiste que.

Use the subjunctive.

Composition (continued)

* * *

Dictation for Lesson 8

You will hear 8 sentences recorded on your tape. Follow your usual procedure.

1.

2.

3.

4.

Dictation (continued)

5.

6.

7.

8.

*

*

*

LESSON RECORD FORM

3300 French 30

Revised 90/02

FOR STUDENT USE ONLY

Date Lesson Submitted

Time Spent on Lesson

(If label is missing
or incorrect)

File Number

Lesson Number _____

Student's Questions and Comments

Apply Lesson Label Here

Name _____

Address _____

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*Please verify that preprinted label is for
correct course and lesson.*

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Assigned
Teacher: _____

Lesson Grading: _____

Additional Grading
E/R/P Code: _____

Mark: _____

Graded by: _____

Assignment Code: _____

Date Lesson Received:

Lesson Recorded _____

Teacher's Comments:

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
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- (5) This mailing sheet is placed on the lesson.

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Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

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Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

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Module 2 Act II: Catastrophe!

In this lesson, you will further your understanding of the subjunctive tense in French, with certain expressions and verbs.

As you recall from the previous module, Olivier decides to use the family car even though his father has not given him permission to do so. He is alone in the car. He is going to get his friend Mireille to go to a party. The weather is very bad. Visibility is poor. He finally gets to Mireille's house.

Activity I Listening

Listen to this recording on your tape. It is a rather short one. You will find the written text on page 276. New vocabulary words are given on the right hand side of the page. You should also study the section on page 278 - "Etude de mots".

* * *

Activity II Question

The question that you will hear is based on the previous activity. Write your answer in the space below.

* * *

Activity III Listening

Olivier and Mireille are on their way to the party. Mireille is very impressed with the car. Olivier is very flattered. He has created the impression he wanted. He tells his friend that his father, who is very generous, has lent him the car.

Listen to this activity. You will find the written text on page 276. As usual, study the new vocabulary. By now, you must realize how important mastery of the new vocabulary is to furthering your understanding of listening activities.

* * *

Activity IV Questions

This time, you will hear two questions. They are based on Activity III. Write your answers in the space below.

1. _____

2. _____

* * *

Activity V Listening

Olivier and his friend are having a great time at the party. The rain stops around eleven. They both decide to get some fresh air. Mireille goes out first. When Olivier arrives, she has some very bad news to tell him.

Someone has run into the car. Olivier simply can't believe it.

Listen to what has happened on the tape. The text is found on page 277.

* * *

Activity VI Questions

You will hear 4 questions. Write your answers in the space below. If you have a hard time understanding the questions, and finding the answers, you might further your understanding of the text by looking up new vocabulary words.

1. _____

2. _____

3. _____

4. _____

* * *

Activity VII Listening

Note culturelle: La voiture familiale

In general, French families have only one car. The father is the one who drives the car. He very seldom lends it to his children. One must be at least 18 years of age to drive a car in France. The exam is usually rather difficult.

* * *

Activity VIII Pronunciation

The sound /ʒ/ is represented by the letters *j, g, (+e, i, y), ge (+a,o)*. Be sure not to pronounce a /d/ before /ʒ/.

The sound /g/ is represented by the letters *g, (+a, o, u, consonant)* and *gu, (+e, i, y)*.

Listen to the example recorded for you by the native French speaker.

* * *

Structure L'usage du subjonctif

Study the irregular subjunctive forms of *être* and *avoir*.

être

que	je	sois
que	tu	sois
qu'	il	soit
que	nous	soyons
que	vous	soyez
qu'	ils	soient

avoir

que	j'	aie
que	tu	aies
qu'	il	ait
que	nous	ayons
que	vous	ayez
qu'	ils	aient

Note: The imperative forms of être and avoir are taken from the subjunctive, rather than from the présent indicative.

Modèles: Soyez sage! Be good!

Ayez de la patience! Be patient!

* * *

Activity IX Listening for signals

You will hear the ending of certain sentences. Follow the instructions given on the tape. Indicate your answers below.

	je sais . . .	je veux . . .
	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
	*	*

Exercise 1 Noon

At noon, Jean's friends have to be at certain places. Say where each one must be.

Modèle: Olivier (au restaurant)

Il faut qu'Olivier soit au restaurant.

1. Anne (chez elle)

2. Jacques et Roger (à l'hôtel)

Exercise 1 (continued)

3. Nous (en ville)

4. Vous (avec vos amis)

5. Moi (chez mes parents)

6. Toi (chez ton frère)

7. Roger (chez une amie)

8. Anne et Marie (à la maison)

* * *

Exercise 2 Two good mothers

Two good mothers wish that their many children had certain qualities. The first uses the subjunctive of *être*, the second one, the subjunctive of *avoir*.

Use the correct form in the following:

Modèle: a. Pourvu qu'Anne soit intelligente.

b. Pourvu qu'elle ait de l'intuition.

1. (a) Pourvu que tu _____ généreux.

(b) _____ du courage.

Exercise 2 (continued)

2. (a) Pourvu que ses enfants _____ beaux.
(b) _____ de la patience.
3. (a) Pourvu que Jean _____ aimable.
(b) _____ de l'imagination.
4. (a) Pourvu que Marc _____ honnête.
(b) _____ des amis.
5. (a) Pourvu que vous _____ bons.
(b) _____ du tact.
6. (a) Pourvu qu'elles _____ jolies.
(b) _____ du charme.

* * *

Structure L'usage du subjonctif

In French, the subjunctive is used after verbs expressing will or desire. Here are examples of verbs expressing will or desire:

vouloir	to want, wish
vouloir bien	to be willing, to let
désirer	to wish, want
souhaiter	to wish, want
préférer	to prefer

Study the examples given in the shaded area of page 279 of your text.

Notes:

1. To indicate that a person (subject) wants someone else to do something, the French use the construction: *vouloir que* + subjunctive.
2. To indicate that a person (subject) wants to do something himself, the French use the construction: *vouloir* + infinitive.

Modèles: Je désire *rester*.

I want *to stay*.

Je désire *que vous restiez*.

I want *you to stay*.

Notes (continued)

Olivier veut *sortir*.

Olivier wants *to go out*.

Olivier veut *que Paul sorte* avec lui.

Olivier wants *Paul to go out* with him.

* * *

Activity X Listening for signals

You will hear about people's wishes. Follow the instructions given on the tape.

	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
	*	*

Exercise 3 Invitations

You want all your friends to come to your party. Start your sentences with *Je veux que* and complete them with the subjunctive of *venir*.

Modèle: Je veux que Guy viene.

1.	_____ Anne _____
2.	_____ Hélène _____
3.	_____ Henri et Marc _____
4.	_____ André _____
5.	_____ tu _____
6.	_____ vous _____
7.	_____ mes cousines _____

* * *

Exercise 4 Parents

Whatever the children want to do, their parents prefer them not to do it. Complete the dialogue according to the model.

Je veux sortir.

Nous préférons que tu ne sortes pas.

1. Je veux organiser une partie.

Nous _____

2. Je veux inviter des amis.

Nous _____

3. Je veux rentrer à minuit.

Nous _____

4. Je veux prendre la voiture.

Nous _____

5. Je veux apprendre le judo.

Nous _____

6. Je veux passer les vacances à Calgary.

Nous _____

Structure L'usage du subjonctif

In French the subjunctive is used after expressions of necessity.

Study the following examples.

a. il faut

Il faut que tu viennes à Edmonton.

You have to come to Edmonton.

Il faudra que je me dépêche.

I will have to hurry.

Il va falloir que nous rentrions.

We will have to go home.

b. il vaut mieux que

Il vaut mieux que nous partions.

It would be better if we left.

c. il est essentiel

Il est essentiel que tu partes.

It is essential that you leave.

* * *

Activity XI Speaking

You will hear what certain people have to do. Make sentences with Il faut que. Write down your first 2 sentences.

1. _____

2. _____

* * *

Exercise 5 The end of the party

At midnight everyone says why they must leave the party. Start your sentences with Il faut que.

Modèle: Je dois partir.

Il faut que je parte.

1. Nous devons rentrer.

2. Je dois chercher un taxi.

Exercise 5 (continued)

3. Marc doit retrouver sa moto.

4. Vous devez téléphoner chez vous.

5. Anne et Claire doivent partir.

6. Je dois accompagner Henri.

* * *

Exercise 6 Doctor's advice

To emphasize his advice, the doctor repeats it, but this time, he uses Il faut que + subjunctive.

Modèle: Travaillez moins!

Il faut que vous travailliez moins.

1. Mangez bien!

2. Prenez des vacances!

3. Voyagez!

4. Reposez-vous!

5. Couchez-vous tôt!

6. Revenez dans deux mois!

* * *

Student's questions

* * *

Module 3 Acte III: Jean-Jacques

Luckily, Olivier has a friend who owns a garage. His name is Jean-Jacques. He is the only person who can help Olivier at that time of night. He must repair the car before his father knows about the damage.

Listen to the conversation between Olivier and his friend as recorded in Activity I: Listening.

There are quite a few new vocabulary words in this conversation. You will find some on the right hand side of page 284 and also in the section "Etude de mots", found on page 286.

* * *

Activity II Questions

You will hear three questions. Write your answers in the space below.

1.

2.

3.

* * *

Activity III Listening

Olivier returns to the party after giving his friend a call. He must tell his friend Mireille that he must go. She is not too happy. Locate this activity on your tape and find out what her reactions are.

Again, do not forget to look up the new words found in this conversation on page 285.

* * *

Activity IV Questions

Locate this activity and answer the three questions based on the previous activity. You will find a space below to write your answers.

1. _____

2. _____

3. _____

* * *

Activity V Pronunciation

The combination of vowel + ill or il at the end of a word often represents the sound /j/.

Listen to the examples given on the tape and repeat after the speaker.

* * *

Structure L'usage du subjonctif

In French the subjunctive is used after the expressions of emotion.

Open your text to page 286 and study the examples given in the shaded area.

Notes:

1. To express someone's feelings about someone else's actions, the French use the following construction:

- expression of emotion + que + subjunctive.

2. To express someone's feeling about his or her own actions, the French use:

- expression of emotion + de + infinitive.

Contrast:

Je suis désolé *de partir*.

I am sorry to leave.

Je suis désolé *que tu partes*.

I am sorry you're leaving.

Contrast (continued)

Il a peur *de tomber*.

He is afraid to fall.

Il a peur *que tu tombes*.

He is afraid you'll fall.

* * *

Activity VI Listening for signals

Locate this activity on your tape. You will hear people express their feelings with respect to certain actions. Follow the instructions and indicate your answers below.

	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

* * *

Activity VII Speaking

You will hear about some French people who are visiting the United States. Follow the instructions given on the tape.

* * *

Exercise 7 Double effect

The following events cause two people (or groups of people) to be happy or unhappy. In completing the sentences, select the infinitive or subjunctive construction, as needed.

Modèle: Anne a une voiture.

- Anne est heureuse d'avoir une voiture.

- Pierre est heureux qu'elle ait une voiture.

1. Je suis malade.

- J'ai peur _____

- Ma mère a peur _____

2. Vous visitez Edmonton.

- Je suis content _____

- Vous êtes contents _____

3. Anne a des amies françaises.

- Anne est heureuse _____

- Ses parents sont heureux _____

4. Nous rentrons.

- Nos amis sont tristes _____

- Nous sommes tristes _____

* * *

Exercise 8 Un rendez-vous

You are phoning your best friend for a date. State what your reactions are to the following events. Begin your sentences with:

Je suis heureux (heureuse) que

Je suis furieux (furieuse) que

Je suis triste que

Je suis ravi (ravie) que

Exercise 8 (continued)

Modèle: Elle répond au téléphone.

Je suis heureux qu'elle réponde au téléphone.

1. Elle accepte.

2. Elle est d'accord avec vous.

3. Elle promet d'être à l'heure.

4. Elle oublie ses rendez-vous.

5. Elle ne vient pas.

6. Elle s'excuse.

7. Elle accepte un autre rendez-vous avec vous.

8. Elle vient à l'autre rendez-vous.

Structure Irregular subjunctives

The following verbs have irregular stems but regular endings in the present subjunctive.

aller

faire

savoir

vouloir

pouvoir

Open your text to page 288 and study the above five verbs as given to you in the shaded area.

Note that aller and vouloir have regular subjunctive forms in the nous - and vous - forms.

* * *

Activity VIII Listening for signals

You will hear the end of sentences which contain the verbs you have just studied. Follow the instructions given to you on the tape.

je sais . . .

je veux . . .

A

B

- | | | |
|-----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |
| 9. | _____ | _____ |
| 10. | _____ | _____ |
| 11. | _____ | _____ |
| 12. | _____ | _____ |

* * *

Exercise 9 Excuses

When it is time to study, everyone discovered that he had something else to do and somewhere else to go. Fill in the blanks with the subjunctive forms of *faire* and *aller*.

Modèle: Il faut que je fasse du tennis.

Il faut que j'aille sur le court.

1. Il faut qu'Elise _____ la cuisine.
_____ chez elle.
2. Il faut que nous _____ les courses.
_____ au supermarché.
3. Il faut que tu _____ tes devoirs.
_____ à ton bureau.
4. Il faut que vous _____ du sport.
_____ au stade.
5. Il faut qu'ils _____ des photos.
_____ au jardin.
6. Il faut qu'il _____ une réparation à sa moto.
_____ au garage.

* * *

Exercise 10 No news

Imagine that your best friend has gone to Europe and forgotten to write to you. Express your feelings in six sentences.

Exercise 10 (continued)

* * *

Activity IX Listening comprehension

You will hear a conversation between Jacques and his father. Answer the two questions that follow the conversation.

1.

2.

* * *

Dictation for Lesson 9

You will hear 8 sentences. Listen to them carefully before you attempt to write them in the space below.

1.

2.

3.

Dictation (continued)

4.

5.

6.

7.

8.

*

*

*

Reading Assignment for Lesson 9

Before you record the following sentences, read each sentence once or twice out loud by yourself. Make sure to indicate the lesson number and your name on the tape.

1. Mes parents veulent bien que j'invite des amis.
2. Quand René vient chercher son amie, elle insiste sur beaucoup de choses.
3. Je ne suis pas d'accord que nous sortions ensemble ce week-end.
4. Quand il va à un bal avec des amis, il ne rentre pas avant deux heures du matin.
5. Parce que Robert n'obéit pas à son père, il ne veut pas qu'il prenne la voiture.
6. Léon comptait sur la voiture neuve de son père pour impressionner sa nouvelle amie.
7. Lorsque je suis avec des amis, je m'occupe à faire du sport.
8. Irène n'a pas pu venir à la partie de Martine alors elle lui a téléphoné pour lui expliquer la cause.

* * *

LESSON RECORD FORM

3300 French 30

Revised 90/02

FOR STUDENT USE ONLY

Date Lesson Submitted

Time Spent on Lesson

(If label is missing
or incorrect)

File Number

Lesson Number _____

Student's Questions and Comments

Apply Lesson Label Here

Name _____

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Assigned
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Additional Grading
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Mark: _____

Graded by: _____

Assignment Code: _____

Date Lesson Received:

Lesson Recorded _____

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When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

In this lesson, you will study the last two modules of Chapter 7. You will find out what has happened to Olivier as a result of his using his father's car without permission. In the grammar section, you will further your understanding of the subjunctive case and review the use of the infinitive.

By the end of this lesson, you will have covered half the material for French 30.

We hope you have enjoyed the course so far. You have learned a lot of new vocabulary and many French structures. Do take time to review these now and then. Your ability to speak this language with friends and new people you will meet, depends on it.

Module 4 Tout s'arrange!

After Olivier noticed the damage on his dad's new car, he contacted his friend Jean-Jacques, to make arrangements to repair the car. He has just arrived at Jean-Jacques' and together, they look at the damage.

Activity I Listening

Locate this activity on your tape. You should follow the method that we have frequently outlined for you.

The written text is found on page 290. As usual, new vocabulary words are explained in the right hand margin and in the vocabulary section found at the end of each reading - "Etude de mots".

* * *

Activity II Questions

The following questions are based on Activity I. Listen to the questions carefully. You might have to re-read the text before you can answer the questions. Take your time. Use this exercise to find out if you really understood the test. Write your answers below.

1. _____

2. _____

3. _____

4. _____

5. _____

* * *

Activity III

ListeningNote culturelle

Here is a chance to compare another aspect of life in France with its Canadian counterpart. Listen to this recording. You will find the text on page 291.

In France, gas stations are frequently landscaped and have attractive flower beds.

* * *

Activity IV

Pronunciation

In French, the combination vowel + n (m) represents a nasal vowel, unless followed by a vowel or another n (m). In a nasal vowel sound, the n is not pronounced except in liaison.

Listen to the various examples recorded on your tape. Repeat each example after the speaker.

For your convenience, we have written the first group of examples below.

je comprends	combien?	un bon mécanicien
vous comprenez	comment	une bonne mécanicienne

* * *

Structure

L'usage du subjonctif

In this section you will study the use of the subjunctive after expressions of doubt. In French the subjunctive is used after expressions of doubt. After an expression of certainty, we use the indicative. Let us look at a few examples.

Expressions of doubt

Je ne crois pas qu'il le sache.

Crois-tu qu'il le sache?

Je ne pense pas qu'il vienne.

Penses-tu qu'il vienne?

Now let us compare with expressions of certainty.

Je crois qu'il le sait.

Je pense qu'il vient.

If you want further examples, study the ones found in the shaded area on page 293 of your text.

Note that an expression of certainty becomes an expression of doubt when it is used in the negative or in the interrogative.

Compare the following examples:

a. *Je crois* Pierre *est* canadien.

I think that Pierre is Canadian.

- In saying *je crois*, you express a certainty: therefore, the following verb is in the indicative.

b. *Je ne crois pas que* Pierre *soit* canadien.

I don't think that Pierre is Canadian.

- In saying *je ne crois pas*, you express a doubt. The verb to follow, is then the subjunctive.

c. *Crois-tu que* Pierre *soit* canadien?

Do you believe that Pierre is Canadian?

- In asking *crois-tu*, you express uncertainty. The following verb is in the subjunctive.

* * *

Before we go on with the written exercises, let's go back to the tape and keep on with the recorded activities.

Activity V Listening for signals

You will hear the endings of statements Olivier is making about his friends. Listen to the instructions given by the speaker.

Indicate your answers below.

je suis sûr

je ne suis
pas sûr

A

B

- | | | |
|-----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |
| 9. | _____ | _____ |
| 10. | _____ | _____ |

* * *

Activity VI Speaking

George does not always tell the truth and his friends often doubt what he says. You will hear what George says. Express your doubts as his friends would. You will hear an example recorded on the tape.

* * *

Exercise 1 Où est Henri?

Henri is traveling through Europe. The last letter he sent, came from Paris. Some of his friends think he is still in Paris, others don't. Complete the sentences accordingly.

Modèles: Claude pense qu'il est à Paris.

Anne n'est pas sûre qu'il soit à Paris.

1. Je crois _____
2. Marie ne pense pas _____

3. Joanne ne croit pas _____

4. Croyez-vous _____
5. Jean n'est pas sûr _____

6. Nous pensons _____

* * *

Exercise 2 Playing hookey

Henri and his friends have decided to cut classes. The principal has doubts about the validity of their excuses.

Write out the principal's reactions. Begin each statement with *Je doute que*.

Modèle: Pierre est malade.

Je doute que Pierre soit malade.

1. Jean va chez le médecin.

2. Anne et Marie vont chez le dentiste.

3. Paul a un examen médical.

4. Henri et Pierre ont un accident.

5. Louis est à l'hôpital.

6. Susie et Marie ont la grippe.

Exercise 3 Opinions

Give your opinion on the following subjects. Use *Je crois que* + indicatif or *Je doute que* + subjonctif.

Modèle: Les filles sont plus intelligentes que les garçons.

- Je crois que les filles sont plus intelligentes que les garçons.

ou: Je doute que les filles soient plus intelligentes que les garçons.

1. Les Canadiens sont sportifs?

2. Les Américains sont plus sportifs que les Canadiens?

3. Les Canadiennes sont jolies?

4. Les Canadiennes sont impatientes?

5. Les Canadiens sont intelligents?

6. Les voitures américaines vont vite?

7. Les voitures américaines sont confortables?

Exercise 3 (continued)

8. Le Canada est un grand pays?

9. Le français est facile?

10. Le français est une langue utile?

* * *

Module 5 Sauvé? Pas tout à fait!

Olivier came home at one in the morning. He went to bed right away, but he couldn't sleep. His parents came in later and didn't notice the repair on the car. Olivier is worried.

All that has happened during the evening is still going on in his mind. Finally he falls asleep.

* * *

Activity I Listening

The text for this activity is found on page 296. New vocabulary words are given in the right hand margin and in the section called "Etude de mots" on page 298.

* * *

Questions

The following questions are based on Activity I. Answer each one in French sentences.

1. A quelle heure est-ce que Olivier est rentré?

2. Est-ce que ses parents ont remarqué quelque chose?

Questions (continued)

3. Combien d'argent a-t-il dépensé pour la réparation?

* * *

Activity II Listening

The next morning, Olivier got up early. He spends time talking to his mother who tells him about the car accident. You can imagine his surprise!

Listen to this activity recorded on your tape. The text is found on page 297.

* * *

Questions

These questions are based on Activity II.

1. Pourquoi le père d'Olivier était-il de mauvaise humeur?

2. Qu'est-ce qu'il a voulu faire après l'accident?

3. Pourquoi est-ce qu'il n'a rien dit à la maison?

* * *

Activity III Listening

How is the French family different from, or similar to, the Canadian family?

Listen to this activity. The text is found on page 297.

* * *

Activity IV Pronunciation

The letter s represents two different sounds in French.

/z/ between two vowels

/s/ otherwise.

Listen to the examples given on the tape and repeat after the speaker.

* * *

Structure Le verbe DORMIR

Here are the forms of the irregular verb dormir (to sleep):

Présent	je	dors
	tu	dors
	il	dort
	nous	dormons
	vous	dormez
	ils	dorment
Futur	je	dormirai
Passé Composé	j'ai	dormi

Note: Dormir is conjugated like sortir, with the exception of the passé composé which is formed with avoir.

Other common verbs conjugated like dormir are:

<i>consentir à</i>	to consent, accept
<i>s'endormir</i>	to fall asleep
<i>sentir</i>	to sense, smell
<i>se sentir</i>	to feel
<i>servir</i>	to serve
<i>se servir de</i>	to use

* * *

Questions

Here are a few questions where you have to use the new verbs you have just studied. You do not have to be factual.

1. Consentez-vous à étudier après le dîner?

2. Consentez-vous à étudier le week-end?

3. A quelle heure vous endormez-vous le samedi?

4. Quand vous êtes-vous endormi(e) hier?

5. Vous sentez-vous en bonne forme le week-end?

6. Est-ce que vous vous servez parfois de la voiture familiale?

Structure Le subjonctif et l'indicatif

Compare the uses of the subjunctive and the indicative below.

Subjonctif (expressions of doubt)

Je doute que tu ailles à Vancouver.

Il est possible que j'aille à Montréal.

Il est probable que j'aille à Winnipeg.

Je ne crois pas que vous soyez gentil.

Indicatif (expressions of certainty)

Je sais que tu vas en France.

Il est certain que j'irai en Bretagne.

Je crois que vous êtes idiot.

* * *

Activity V Listening for signals

You will hear the ending of statements made by André.

Can you tell if André expresses a fact or a doubt?

Indicate your answers below.

je sais . . .

je doute . . .

A

B

- | | | |
|-----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |
| 9. | _____ | _____ |
| 10. | _____ | _____ |
| 11. | _____ | _____ |
| 12. | _____ | _____ |

* * *

Exercise 4 Un puzzle

Of the two expressions in parentheses, only one fits the blank.
Write it in.

1. (viens, viennes) Je suis heureux que tu _____
2. (je vais, j'aille) Il faut que _____ chez le médecin.
3. (suis, sois) Je crois que je _____ malade.
4. (as, aies) Je suis sûr que tu _____ de l'argent.
5. (habitez, habitiez) Je sais que vous _____ à Régina.
6. (connais, connaissez) Je doute que tu _____ mes amis.
7. (es, sois) Je pense que tu _____ sincère.
8. (je vais, j'aille) Il est possible que _____ aux Etats-Unis.
9. (a, ait) Crois-tu que Pierre _____ une voiture?

* * *

Structure Le subjonctif et l'infinifitif

Compare the use of the subjunctive and the infinitive in the following sentences.

I After an expression of obligation:

Il faut que j'*étudie*. (S)

Il faut *étudier*. (I)

Il est important que j'*étudie*. (S)

Il est important d'*étudier*. (I)

II After an expression of will or wish:

Je veux que tu *viennes*. (S)

Je veux *venir*. (I)

Je souhaite que tu *viennes*. (S)

Je souhaite *venir*. (I)

III After an expression of emotion:

Je suis heureux que Paul *sorte*. (S)

Je suis heureux de *sortir*. (I)

J'ai peur que tu *aies* un accident. (S)

J'ai peur d'*avoir* un accident. (I)

* * *

Note:

- a. In section I above, the subjunctive is used to express personal obligation.
- b. In sections II and III, the subjunctive is used when the subject of the first and second clauses are two different persons.

* * *

Activity VI Listening for signals

Listen to the instructions given on the tape. Indicate your choices below.

	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
	*	*

Activity VII Speaking

Is Pierre coming? Everyone has his own opinion.

Listen to the instructions given on the tape.

* * *

Activity VIII Listening comprehension

You will hear a passage followed by 4 statements. The passage will be read twice. Then you are to indicate if each statement is true or false.

	vrai	faux
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
	*	*

Exercise 5 Différences d'opinion

Robert does not want his girl friend Hélène to do what she wants to do. Write out Robert's reactions according to the model.

Modèle: Je veux sortir.

Je ne veux pas que tu sortes.

1. Je veux écouter de la musique.

2. Je veux danser avec Paul.

3. Je désire sortir avec Georges.

4. Je désire aller au cinéma.

5. Je souhaite aller en France.

Exercise 5 (continued)

6. Je souhaite voyager.

7. Je suis contente de téléphoner à Pierre.

8. Je suis contente de rester à la maison.

* * *

Exercise 6 Around the world in two days

Henri bets that he could go around the world in two days. His friends view his chances of success differently. Complete the sentences with *il réussira* (indicative) or *il réussisse* (subjunctive).

1. Nous désirons qu' _____
2. Souhaitez-vous qu' _____
3. Charles croit qu' _____
4. Il faut qu' _____
5. Hélène doute qu' _____
6. Anne est sûre qu' _____
7. Est-il possible qu' _____
8. André pense qu' _____
9. Stéphane est heureux qu' _____
10. Betty est heureuse parce qu' _____
11. Alain ne veut pas qu' _____
12. Pourvu qu' _____
13. Croyez-vous qu' _____

* * *

Dictation for Lesson 10

You will hear 8 sentences. Write them in the space below. Go over your work carefully.

1.

2.

3.

4.

5.

6.

7.

8.

* * *

LESSON RECORD FORM

3300 French 30

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Chapitre huit Personnalités

What you will do and learn in Chapter 8.

A. Module openings:

In Modules 1, 4 and 5, you will do some self-analysis by taking three psychological tests entitled:

Etes-vous superstitieux?

Etes-vous débrouillard?

Qui êtes-vous?

In Module 2, you will study your horoscope. In Module 3, you will read an interview with two French teen-agers.

In *Récréations*, you will see which qualities and shortcomings the French attribute to animals.

B. Notes culturelles:

You will read about certain French attitudes (for instance, attitudes towards superstitions, reading and America).

C. Activities:

You will learn how to talk about your own qualities and shortcomings.

You will learn how to analyze the personality of your friends and acquaintances.

You will learn how to compare the good side and bad side of people.

You will learn how to take an opinion poll about who are the most gifted people around you.

You will learn how to make suggestions and how to say what you would do if you were rich, if you were at college, if you had a car, etc.

D. Structure:

You will learn more about adjectives (comparative and superlative forms, feminine and plural of irregular adjectives). You will also review the future and the imperfect tenses and learn about a new verb form, the conditional (*le conditionnel*).

Module I Etes-vous superstitieux?

Because of the nature of the questions in this lesson, we do not expect you to be factual with your answers.

Activity I Listening

In this activity, you are to answer with a yes or no, to a series of questions about yourself. Keep a record of your answers. An interpretation will be given to you.

New vocabulary words are given to you in the right hand margin and in the section, "Etude de mots", found on page 311.

Instructions are given to you on the tape.

* * *

Activity II Listening Note culturelle

French superstitions are very similar to Canadian ones. Listen to this activity recorded on your tape. You will note that English equivalents have been given for new vocabulary words. They are part of the vocabulary items you are responsible for in this course.

Many legends are linked to old ruins such as the prehistoric stone monuments around Carnac in Brittany, or the ruins of medieval castles in Auvergne.

* * *

Vocabulary note

Most English adjectives and nouns ending in *-ist* or *-istic*, have French cognates in *-iste*.

Here are examples:

Pierre est un garçon optimiste.

Pierre is an optimistic boy.

C'est un optimiste.

He's an optimist.

* * *

Activity III Pronunciation

Listen to the examples given by the native French speaker. The letters eu and oeu usually represent different sounds in the French system.

* * *

Structure Les adjectifs réguliers

Révisons

French adjectives have the following forms:

	SINGULAR	PLURAL	
<i>Masculine</i>	--	-s	un garçon intelligent des garçons intelligents
<i>Feminine</i>	-e	-es	une fille intelligente des filles intelligentes

Note: Masculine adjectives ending in -e do not change in the feminine.

Masculine adjectives ending in -s do not change in the plural.

* * *

Exercise 1 When traveling

When traveling, Pierre uses the products of the countries he visits. Complete the sentences below with the appropriate forms of the adjectives of nationality. The first one is given in each case.

1. A Paris, Pierre boit du vin français.

Il conduit une voiture _____

Il achète des vêtements _____

2. A Londres, Pierre porte un pull-over anglais et une veste _____

Il achète des chemises _____

Il écoute des disques _____

3. A Boston, Pierre va dans un hôtel américain. Il utilise une caméra _____.

Il achète des costumes _____ et des cravates _____

4. A Moscou, il achète un journal russe. Il regarde la télévision _____.

Il achète des montres _____ et des disques _____.

* * *

Structure Les adjectifs en -eux

Here are the various forms for adjectives ending in -eux:

	<u>Singular</u>	<u>Plural</u>
Masculine	-eux	-eux
Feminine	-euse	-euses

Exception: The feminine of vieux (old) is vieille.

Note: All adjectives which end in -x in the masculine singular, end in -x in the masculine plural.

Many French adjectives end in -eux. These adjectives are generally used to describe a state of mind or a character trait. Many French adjectives ending in -eux have English cognates ending in -ous.

Modèles:	<u>ambitieux</u>	<u>ambitious</u>
	<u>curieux</u>	<u>curious</u>
	<u>sérieux</u>	<u>serious</u>
	<u>généreux</u>	<u>generous</u>

Some French adjectives ending in -eux do not have English cognates ending in -ous.

Modèle:	<u> paresseux</u>	lazy
	<u>heureux</u>	happy
	<u>malheureux</u>	unhappy

Many English adjectives ending in -ous do not have French equivalents ending in -eux.

Modèles:	<u>jealous</u>	jaloux
	<u>ridiculous</u>	ridicule

Activity IV Listening for signals

You will hear a psychologist asking different people questions.
Follow the instructions given on the tape.
Etes-vous ...

	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
	*	*

Activity V Speaking

Members of the same family often have different personalities.
Follow the instructions given on the tape.

* * *

Exercise 2 Compliments

Jacques and his sister Suzanne are friends again and are exchanging compliments. Write out what Jacques says, according to the model.

Modèle: Tu es généreux.

Toi aussi, tu es généreuse.

1. Tu es très sérieux.

2. Tu es prodigieux.

3. Tu es très courageux.

4. Tu es merveilleux.

Exercise 2 (continued)

5. Tu es très judicieux.

* * *

Exercise 3 The dog Flip

Paul left his homework in the living room where his dog Flip found it and chewed on it.

Now, all the adjective endings are missing. Fill them in.

1. Anne est généreu _____, sérieux _____ et curieu _____.
2. Henri est un garçon ambitieu _____, prétentieu _____ et très méticuleu _____.
3. Pourquoi Marie et Julie sont-elles mystérieu _____ et capricieu _____?
4. Marc et Martin sont des garçons courageu _____, sérieux _____ et très méticuleu _____.

* * *

Structure Les verbes en -GER et -CER

Verbs in **-ger** (like *changer*) and **-cer** (like *placer*) are regular in their spoken form but present a special change in their written form. In the stems, they change before an ending which starts with a or o.

To maintain the sound /ʒ/ of the stem, **g** becomes **ge** before a or o.

To maintain the sound /s/ in the stem, **c** becomes **ç** before a and o.

Now open your text to page 314 and study the two verbs given in the shaded area. You should note that the spelling modifications occur only in the stems in heavy print.

The following verbs which you have already learned, follow the same patterns.

- ger: arranger, interroger, manger, obliger, voyager

- cer: annoncer, commencer, effacer, se fiancer, menacer, remplacer

* * *

Exercise 4 Show-off

Henri is trying to show off. Whatever he claims to have done, his cousins claim to have done the same.

Write down his cousins' replies using the same verb tense.

Modèle: Je voyage souvent.

Nous aussi, nous voyageons souvent.

1. Je change souvent de voiture.

2. Je voyage souvent en Europe.

3. Je mange souvent du caviar.

4. Je commence à jouer très bien au tennis.

5. Pendant les vacances, je mangeais souvent au restaurant.

6. Quand j'étais avec mes parents, je voyageais souvent.

Images du monde français

Open your text to page 258. You will find some historical notes. You are to read each section by yourself. New vocabulary words are explained to you after each section.

A. Un peu d'histoire (page 258)

In 1912, there were two independent nations in Africa. Today, there are 43. French is spoken in many areas of Africa.

Questions

The following questions are based on the text you have just studied. Answer each question with a French sentence.

1. Le français est la langue officielle de combien de pays africains?

2. Nommez certains pays africains d'expression française.

3. Quand est-ce que les colonies françaises d'Afrique ont acquis leur indépendance?

4. Pourquoi le français a-t-il été adopté comme langue nationale?

5. En quelle langue se fait l'instruction secondaire dans les pays d'expression française?

6. Quelle est l'origine de la population d'Haïti?

7. Où se trouvent la Martinique et la Guadeloupe?

8. Où se trouve la Guyane française?

B. Portrait d'hier (page 261)

Did you know that Haïti was the first independent black nation? Toussaint L'Ouverture was its great hero of independence. In April of 1803, he died, but not without causing great changes to come in 1804.

Questions After you have studied that selection thoroughly, answer the questions in French. Use complete French structures.

1. Quelle est la langue nationale d'Haïti?

2. Qui est Toussaint L'Ouverture?

3. Comment s'appelait Haïti au dix-huitième (18) siècle?

4. Est-ce que c'était un pays indépendant? (18^{ième} siècle)

5. Par qui était peuplée Saint Domingue?

6. Quand est-ce que les Noirs d'Haïti se sont révoltés?

7. Pourquoi se sont-ils révoltés?

8. Comment s'appelait le gouverneur blanc d'Haïti?

9. Faites le portrait physique de Toussaint L'Ouverture.

10. Quel marché (deal) Toussaint propose-t-il au général Laveaux?

11. Quelles sont les ambitions de Toussaint L'Ouverture?

12. Comment organise-t-il Haïti?

13. Qui est Napoléon?

14. Quelle est l'attitude de Napoléon à l'égard de Toussaint?

15. Quand et où, Toussaint meurt-il?

16. Comment se termine la guerre entre les Noirs d'Haïti et les troupes de Napoléon?

C. Portrait d'aujourd'hui (page 264)

Study the interview with Adjoua Amoulin, a young girl from the Ivory Coast.

Questions Answer each question using complete French sentences.

1. Quelle est l'origine du nom "Adjoua"?

2. Quand Adjoua est-elle née?

3. Combien y a-t-il de tribus en Côte-d'Ivoire?

4. Comment s'appelle la tribu d'Adjoua?

5. Avec qui parle-t-elle la langue de sa tribu?

6. Avec qui parle-t-elle français?

7. Où est Aboisso?

8. Quelle est la nationalité des professeurs d'Adjoua?

9. Avec quelle organisation son professeur d'anglais est-il en Côte-d'Ivoire?

10. Quelle musique Adjoua préfère-t-elle?

11. Qu'est-ce qu'elle voudrait faire après l'école?

* * *

Dication for Lesson 11

Write the sentences on the lines below.

1.

2.

3.

4.

5.

Dictation (continued)

6.

7.

8.

* * *

Reading Assignment for Lesson 11

Before you record the following sentences, read them out loud to yourself or with a friend.

1. Pierre est un garçon optimiste, mais aussi, très sérieux.
2. Ces filles ne répondent pas aux questions que le professeur suggère qu'elles étudient.
3. Marc explique à son ami comment se retrouver dans une grande ville.
4. Parce que c'est son anniversaire, Marie voudrait que sa mère prépare un dessert extraordinaire.
5. Je ne crois pas que j'irai en France cet été. Je dois travailler chez mon oncle Louis.
6. En général, il faut être riche si on veut faire beaucoup de sports.
7. Je ne veux pas que Robert aille à Montréal sans moi.
8. Est-ce que vous êtes content lorsque votre petit frère répond au téléphone?

* * *

LESSON RECORD FORM

3300 French 30
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Assignment Code: _____

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This lesson is based on modules 2 and 3 of Chapter 8. In this lesson you will further your understanding of adjectives and their modifications.

Module 2 Horoscope

Do you believe in horoscopes? Do you want to find out something about your personality?

Activity 1 Listening

In the horoscope, the adjectives used are masculine singular. We will teach you how to change these to the feminine or plural forms.

New words are given as usual in the special section "Etude de mots". You will find this section on page 318.

* * *

Cognates

Most English words ending in -ic and -ical have French cognates that end in -ique.

Modèles: Les chats sont des animaux domestiques.

Cats are domestic animals.

Etes-vous toujours logique?

Are you always logical?

But: C'est une question idiote.

It's an idiotic question.

Exercise 1 Le jeu des contraires

Use the following adjectives to write expressions which have the opposite meaning of those given below.

authentique

poétique

méthodique

géométrique

tragique

illogique

tyrannique

1. une forme irrégulière

2. une composition prosaïque

Exercise 1 (continued)

3. un gouvernement libéral

4. une situation comique

5. un travail désorganisé

6. une histoire fausse

7. une décision logique

* * *

Activity II Listening Note culturelle

Do you ever consult the horoscope in your daily paper? Listen to this activity as recorded on your tape.

* * *

Activity III Pronunciation

In French, the letter *i* never represents the English vowel in the word *it*. Keep your lips tense as you pronounce the French vowel /i/. Listen to the speaker and repeat after him.

* * *

Structure Irregular feminine forms

Many adjectives have irregular feminine forms. Open your book to page 319 and study the examples given in the shaded area.

- Note:
- a. The masculine and feminine forms of the adjectives ending in *-el* and *-elle* sound the same.
 - b. The masculine forms ending in *-en* and *-on* end in a nasal vowel sound; the feminine forms *-enne* and *-onne* end in a non-nasal vowel + /n/.
 - c. In the adjectives ending in *er* and *et* the final consonant is usually silent in the masculine form. It is pronounced in the feminine forms *-ère* and *-ète*.

Here is a list of some other frequently used irregular adjectives:

<u>Masculine</u>	<u>Feminine</u>	
doux	douce	soft
jaloux	jalouse	jealous
fou	folle	crazy
gentil	gentille	nice
beau	belle	nice
*bel	belle	nice

* Use bel instead of beau before a vowel sound.

- Un bel appartement.

nouveau	nouvelle	new
*nouvel	nouvelle	new

* Same rule as above.

- Un nouvel ami.

* * *

Activity IV Listening for signals

The teachers are discussing the progress of their students. Listen to the adjectives used and follow the given instructions.

	A	B	C
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____

Activity IV (continued)

- | | A | B | C |
|-----|-------|-------|-------|
| 13. | _____ | _____ | _____ |
| 14. | _____ | _____ | _____ |
| | * | * | * |

Activity V Speaking

Jacques and Monique are twins who look alike and have similar personalities. Follow the instructions given on the tape.

* * *

Exercise 2 Professor Lefèvre

In a scientific treatise, the famous professor Lefèvre shows that twins have identical character traits. Here is part of his evidence. Complete it by describing the twin girl.

Modèle: Jean est attentif, doux et discret.

Jeanne est attentive, douce et discrète.

1. Charles est actif, travailleur et intuitif.

Charlotte est _____

2. Martin est sportif, dominateur et inquiet.

Martine est _____

3. Jacques est impulsif, jaloux et secret.

Jacqueline est _____

4. Louis est intuitif, créateur et musicien.

Louise est _____

5. Joël est personnel, cruel et irrationnel.

Joëlle est _____

* * *

Exercice 3 Les amies de Betty

Betty talks about her friends. Robert agrees with her. Play Robert's part. Use the adjective given in parentheses.

Modèle: Anne aime les sports. (sportif)

Oui, elle est sportive.

1. Sophie a beaucoup d'intuition. (intuitif)

2. Claire ne parle pas beaucoup. (discret)

3. Lise a beaucoup de talent. (créateur)

4. Martine adore la musique. (musicien)

5. Nadine a beaucoup d'imagination. (imaginatif)

6. Hélène croit tout. (naïf)

7. Suzanne étudie beaucoup. (travailleur)

8. Claire est très logique. (rationnel)

9. Lise est très spontanée. (naturel)

10. Sophie n'est pas égoïste. (bon)

11. Hélène est bizarre. (particulier)

Questions

Answer each question using a French sentence. You do not have to be factual.

1. Quand êtes-vous né(e)?

2. Sous quel signe êtes-vous né(e)?

3. D'après l'horoscope, quelles sont les qualités des personnes nées sous votre signe?

4. Quels sont leurs défauts?

5. Avez-vous ces qualités?

6. Avez-vous ces défauts?

* * *

Exercise 4 Expression personnelle

You are to ask a friend which quality in a person he or she prefers. Write out what you would say according to the model.

Modèle: impulsif ou patient?

Tu préfères les personnes impulsives ou les personnes patientes?

* Personne is feminine.

Exercise 4 (continued)

1. sportif ou intellectuel?

2. imaginatif ou réaliste?

3. discret ou démonstratif?

4. travailleur ou paresseux?

5. intuitif ou raisonneur?

6. conservateur ou libéral?

Exercise 4 (continued)

7. émotif ou stable?

8. impulsif ou calme?

* * *

Structure Le pluriel des adjectifs en -AL

Most adjectives that end in -al in the masculine singular, end in -aux in the masculine plural.

Modèle: Paul est un garçon original.

Il a des amis originaux.

The feminine forms of adjectives ending in -al have regular endings.

Modèle: Anne est une fille originale.

Elle a des amies originales.

* * *

Activity VI Speaking

Susan is against whatever Alain tries to say. Follow the instructions given on the tape.

* * *

Exercise 5 A conceited youth

Whenever the teacher compliments someone else's accomplishments, Frank praises his own in the same way, but he does not have the last word. Write what he says using the plural.

Modèle: Ce devoir est personnel et original.

Mes devoirs sont personnels et originaux.

Exercise 5 (continued)

1, Ce jugement est impartial.

2. Ce devoir oral est très spirituel.

3. Ce principe est très moral.

4. Cette attitude est très originale.

5. Ce raisonnement n'est pas trop général.

6. Cet acte est très cordial.

7. Ce geste est loyal.

8. Cette opinion est stupide et partiiale.

Exercise 6 Critique

Anne and Jean both criticize each other. Play the role of Jean by replacing the word in *italics* by the word in parenthesis. Watch for gender and number.

Modèle: Tes *idées* ne sont pas originales. (projets)

Tes projets ne sont pas originaux.

1. Tes *amies* ne sont pas loyales. (amis)

2. Tes *attitudes* ne sont pas amicales. (sentiments)

3. Tes *opinions* ne sont pas impartiales. (jugements)

4. Tes *cousines* ne sont pas originales. (cousins)

5. Tes *idées* sont trop générales. (questions)

6. Tes *idées* sont trop radicales. (principes)

7. Tes *soeurs* ne sont pas géniales. (frères)

* * *

Structure Le pluriel des noms en -AL

Most nouns that end in *-al* in the singular, end in *-aux* in the plural.

Modèle: J'ai acheté un journal.

J'ai acheté deux journaux.

But the following do not follow the rule.

un bal

des bals

un festival

des festivals

* * *

Exercise 7 Identification

Use the plural of the following words to identify the objects or people below.

animal	journal
général	métal

1. L'aluminium et le nickel sont des _____
2. Le lion et le tigre sont des _____
3. La Presse et Le Devoir sont des _____
4. Montcalm et Wolfe sont des _____

* * *

Activity VII Conversation

Alain will ask you questions about yourself. Answer him using French sentences.

* * *

Module 3 Faits et opinions

Robert and Catherine are two young French students, who have been interviewed. Listen to their replies as recorded in Activity I Listening.

Do not omit the vocabulary section found on page 324, "Etude de mots".

Vocabulaire spécialisé

This is a special section in this module. Study these words carefully (page 325). We will ask you to make use of these words in an interview you will be given later on in the lesson.

* * *

Activity II Pronunciation

Listen to the distinction between the vowel /y/ and /u/.

Repeat the examples after the native French speaker.

* * *

Structure Le comparatif des adjectifs

Here is the construction used to make comparisons with adjectives.

plus

moins + adjective + *que (qu')*

aussi

Modèles: Anne est *plus jeune que* Pierre.

Anne is younger than Pierre.

Je suis *plus intelligent que* mon frère.

I am more intelligent than my brother.

Mon père est *moins patient que* ma mère.

My father is less patient than my mother.

Henri est *aussi gentil que* Lucie.

Henri is as nice as Lucie.

* The comparative of bon (good) is meilleur.

* * *

Activity III Listening for signals

You will hear Catherine compare herself with some of her friends.
Follow the instructions given on the tape.

	A	B	C
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

* * *

Exercise 8 Finances

Bill and his friends are comparing their financial resources. Bill has 100 dollars. Say whether he is richer than, less rich than, or as rich as his friends. Use stressed pronouns after *que*.

Modèle: Pierre - 120 dollars

Bill est moins riche que lui.

1. Hélène - (200 dollars)

2. Suzanne - (80 dollars)

3. Robert - (100 dollars)

4. Marc et Paul - (300 dollars)

5. Moi - (30 dollars)

6. Toi - (60 dollars)

7. Monique et Nicole - (50 dollars)

8. Hubert - (100 dollars)

Exercice 10 Le Canada et les Etats-Unis

Compare Canada and the United States, using the appropriate forms of the adjectives suggested.

Modèle: grand

Le Canada est plus grand que les Etats-Unis.

1. riche _____

2. touristique _____

3. ancien _____

4. industriel _____

5. moderne _____

6. dynamique _____

* * *

Structure Le superlatif des adjectifs

To form the superlative of adjectives, the French use the following construction:

<i>le</i>			
<i>la</i>	+	<i>plus</i>	+adjective
<i>les</i>		<i>moins</i>	

Modèles: Henri est le garçon *le plus grand* de la classe.
Henri is the tallest boy in the class.

Marie est *la plus belle* fille de la classe.
Marie is the prettiest girl in class.

Michel et Louis sont les garçons *les moins drôles*.
Michel and Louis are the least funny boys.

Notes: Study the 4 notes found at the bottom of page 327.

* * *

Activity IV Speaking

You will hear a description of Philip's friends. Follow the instructions given on the tape.

* * *

Activity V Speaking

This time you will hear Jacques describe his classmates. Follow the instructions given on the tape.

* * *

Exercise 11 Budget d'étudiant

A friend is traveling on a limited budget. He stops at the tourist office and asks for the least expensive places. Use the appropriate forms of cher.

Modèle: la boutique

Où est la boutique la moins chère?

1. le restaurant _____

2. l'hôtel _____

3. la discothèque _____

4. le supermarché _____

5. les magasins _____

6. la piscine _____

* * *

Exercise 12 Tourisme

Imagine that you are traveling in Banff. You stop at the local tourist office and ask for the most interesting things to visit. Write out your questions using the superlative forms of the adjective intéressant.

Modèle: le musée

Où est le musée le plus intéressant?

1. les magasins _____

2. la rue _____

3. les jardins _____

4. les boutiques _____

5. le musée _____
6. l'hôtel _____

* * *

Opinion personnelle

In each case express your own personal opinion.

1. Quel est le meilleur acteur de cinéma?

2. Quelle est la meilleure actrice?

3. Quel est le comédien le plus drôle?

4. Quel est le meilleur joueur de hockey?

Opinion personnelle (continued)

5. Quels sont les meilleurs joueurs de football?

6. Quel est l'homme le plus célèbre du Canada?

* * *

A votre tour

Now that you know how to reply to an interview, answer the following questions about yourself. You do not have to be factual.

1. Comment vous appelez-vous?

2. Quel âge avez-vous?

3. Avez-vous des soeurs et des frères?

4. Que pensez-vous faire plus tard?

5. Pour vous, est-ce que l'argent est une chose importante?

A votre tour (continued)

6. Quelle est la chose qui compte le plus pour vous?

7. Est-ce que la culture est moins importante que le confort matériel?

8. Est-ce que l'amitié est aussi importante que l'amour?

* * *

Dictation for Lesson 12

Listen to the sentences recorded on your tape. Write each sentence in the space below. Try to correct all your mistakes.

1.

2.

3.

Dictation (continued)

4. _____

5. _____

6. _____

7. _____

8. _____

* * *

LESSON RECORD FORM

3300 French 30

Revised 90/02

FOR STUDENT USE ONLY

Date Lesson Submitted

(If label is missing
or incorrect)

File Number

Time Spent on Lesson

Lesson Number _____

Student's Questions and Comments

Apply Lesson Label Here

Name _____

Address _____

Postal Code _____

*Please verify that preprinted label is for
correct course and lesson.*

FOR SCHOOL USE ONLY

Assigned
Teacher: _____

Lesson Grading: _____

Additional Grading
E/R/P Code: _____

Mark: _____

Graded by: _____

Assignment Code: _____

Date Lesson Received:

Lesson Recorded _____

Teacher's Comments:

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

This lesson is based on the last two modules of Chapter 8.

Module 4 Etes-vous débrouillard?

Are you resourceful? Well here is a quick way to find out. Listen to Activity I as recorded on your tape. You will hear a group of 6 situations. In each case they will give you a choice of three responses to each situation. After hearing all three responses, choose the response you would take under such circumstances. Keep a record of your responses. After you have gone through all six situations, you will hear an interpretation of the result.

The written text for this short quiz is found on pages 330 and 331 of your text. Make sure to study the new vocabulary associated with this game-quiz.

* * *

Etude de mots

On page 332 you will find a list of new vocabulary words along with their English equivalents. Study these carefully.

Note: Ne (n') comes before the verb.
 que (qu') comes before the word it modifies.

Modèles: Il n'y a *qu'un* livre sur la table.
 There is only one book on the table.

Je n'ai invité *que* Pierre.
I only invited Pierre.

* In French we use ne . . . que more often than the adverb seulement (only).

* * *

Exercise 1 Corrections

The following statements are not true. Correct each one using the expression ne . . . que.

Modèle: Il y a 53 semaines dans une année.
 Non, il n'y a que 52 semaines.

1. Il y a neuf jours dans une semaine.

2. Il y a quinze mois dans une année.

Exercise 1 (continued)

3. Il y a six semaines dans un mois.

4. Il est midi.

5. Il y a 30 garçons dans la classe.

6. Il y a quinze signes dans le Zodiaque.

* * *

Activity II Listening Note culturelle

Have you heard of the D system?

Listen to how the French often use this system. Maybe you are also familiar with it. The written text is found on page 331.

* * *

Activity III Pronunciation

In certain expressions linking is necessary. Listen to the examples recorded on your tape. Repeat each example after the speaker.

* * *

Vocabulaire spécialisé

On page 333, you will find a list of expressions that use the word "tout" in French. Choose any six you want from the list and use each one in a complete French sentence.

1. _____

2. _____

3. _____

Vocabulaire (continued)

4. _____

5. _____

6. _____

* * *

Structure Le Futur

This is not a new tense, but simply a review of the future tense you have already studied.

*In French, verbs in the future consist of one word.

Je serai en retard.

I will be late.

*The future endings are the same for all verbs in French:

-ai, -as, -a, -ons, -ez, -ont.

*For most regular and irregular verbs, the future stem is the infinitive up to and including the final r.

Modèles:	parler	je parlerai
	finir	je finirai
	prendre	je prendrai

A few verbs have irregular stems. You will find a list on page 334, center of the page.

*Note: All future stems, both regular and irregular, end in r.

*When the main clause of a sentence is in the future, the clause introduced by quand is also in the future.

Modèle: Je te *téléphonerai* quand je *serai* chez moi.

I will phone you when I am home.

* * *

Activity IV Listening for signals

You will hear Marc speaking. Follow the instructions given on the tape. Space is provided below to indicate your answers.

	aujourd'hui	demain
	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

* * *

Activity V Speaking

A group of young Canadians are visiting France. Say where each one will go, using the Future of aller. An example is given on the tape.

* * *

Activity VI Conversation

You will hear a French girl asking you about your summer plans. Answer her. Listen to the example given on the tape.

* * *

Exercise 2 Jeu de correspondance

A group of Canadian tourists will be visiting Europe this summer. Complete the sentences with the future forms of visiter and one of the following places: le British Museum, l'Acropole, le Stade Olympique, la Tour Eiffel, le Kremlin, le Colisée.

1. A Paris, Lucie _____
2. A Moscou, je _____
3. A Londres, Paul et Raoul _____
4. A Rome, tu _____
5. A Athènes, nous _____
6. A Munich, vous _____

* * *

Exercise 3 Demain

On his calendar, Jean has noted down things to do tomorrow. State that he will do them, using the future tense.

Modèle: téléphoner à Isabelle

Il téléphonera à Isabelle.

1. chercher de l'argent

2. inviter Suzanne

3. choisir une veste

4. répondre à son amie Marie

5. rendre visite à Jacques

6. écrire à Louis

Exercise 3 (continued)

7. lire le journal

8. prendre des photos

* * *

Exercise 4 Imitations

Pierre, who is ten, wants to imitate his sister Marie, who is eighteen. Write how he will be like her, using the future tense.

Modèle: Elle va à l'université.

Il ira à l'université.

1. Elle a une voiture.

2. Elle est très sportive.

3. Elle fait du tennis.

4. Elle va souvent au cinéma.

5. Elle voit des "westerns".

6. Elle sait parler anglais.

7. Elle fait du théâtre.

8. Elle a beaucoup d'amis.

* * *

Structure Le déterminatif TOUT

Tout (le) is a determiner. It agrees in gender and number with the noun it introduces.

Here are its four forms:

	Singular	Plural
Masculine	tout le	tous les
Feminine	toute la	toutes les

Modèles: tout le groupe

tous les garçons

toute la famille

toutes les filles

Meanings: Tout le usually means the whole.
 Toute la

-Toute la famille parle anglais.

The whole family speaks English.

Tous les usually means all the, all, every
 Toutes les

-Je parle français tous les jours.

I speak French every day.

Note: The definite article (le, la, les) may be replaced by a possessive determiner or a demonstrative determiner.

Modèles: Qui sont *tous* ces garçons?

Où sont *tous* vos livres?

* * *

Exercise 5 The carnival

Jean asks Anne if the following people go to the carnival. She answers that they all do.

Write out her replies.

Modèle: Tes amies vont à la fête foraine?

Oui, toutes mes amies y vont.

1. La classe y va?

2. La ville aussi?

3. Et les amis de Jean?

4. Tes frères y vont?

5. Et les cousins?

6. Tes cousines aussi?

* * *

Exercise 6 Pas d'appétit

Young Peter is not hungry today, but his mother insists that he eat everything. Write down her answers to his questions.

Modèle: Je dois manger ma soupe?

Oui, toute la soupe.

1. Je dois boire ma limonade?

2. Je dois manger mon pain?

Exercise 6 (continued)

3. Et ma viande?

4. Je dois manger ma salade?

5. Et mon fromage?

6. Et les fruits aussi?

* * *

Activity VII Listening comprehension

You will hear a dialogue between Pierre and Lucie. Answer the questions after you hear the dialogue a second time.

Write your answers below.

1.

2.

* * *

Module 5 Qui êtes-vous?

The introduction to this module is very similar to the previous one. Again by responding to a series of situations in Activity I, you can find more about yourself and who you are. We hope that you will not take the given interpretations too seriously.

Try it for the fun of it. At the same time, you will be learning new structures and French vocabulary.

* * *

Etude de mots

Study the new vocabulary found on pages 340 and 341.

Note: The **-er** verb **emmener** is conjugated like **acheter**. It means to bring along, take along.

In Vocabulaire spécialisé (page 341), you will find a list of occupations. These are given in both languages. You are responsible for this list of vocabulary.

In France, there are proportionately more women in the professions than in America: lawyers, doctors, engineers, etc. There is a Women's Liberation movement called M.L.F. The French president has created a new cabinet post to deal with the role of women in French society, and he has named a woman to fill it.

Note: Certain names of professions are almost always masculine. Example, *un professeur* can refer to a man or a woman.

After the verb *être*, one generally omits the indefinite article (*un, une, des*) before the name of an occupation.

Modèle: Mon père est avocat.

My father is a lawyer.

* * *

Activity II Listening Note culturelle

The French read a lot as you will find out in this Activity. Many have a good collection of books of their own. They often buy books and also give books as gifts. They will even take a book along with them when going out to a restaurant.

* * *

Activity III Pronunciation

Within a longer word or group of words, the vowel sound /ə/ is often dropped when it occurs between two consonant sounds. Listen to the examples given on the tape and repeat after the speaker.

* * *

Structure L'imparfait

The imperfect tense is not a new tense. You have already studied it, but let us briefly review it.

-For all verbs, the imperfect endings are the same:

-ais, -ais, -ait, -ions, -iez, -aient.

-For all verbs, except *être*, the imperfect stem is the *nous*-form of the present tense minus *-ons*.

Être

J'étais	Nous étions
Tu étais	Vous étiez
Il était	Ils étaient

	<u>Présent</u>	<u>Imparfait</u>
visiter	nous <i>visitons</i>	je visitais
finir	nous <i>finissons</i>	je finissais
répondre	nous <i>répondons</i>	je répondais
aller	nous <i>allons</i>	j'allais

Note: Review Chapter 4, modules 1, 2, 3 and 4 of French 20.

* * *

Activity IV Listening for signals

You will hear Marie talking about certain events and actions.
Follow the given instructions.

	<u>hier</u>	<u>aujourd'hui</u>
	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
	*	*

Exercise 7 Où étaient-ils?

To know where Marc and his friends were yesterday, match what they wanted to do (Column A), with the places they went to (Column B). Then write a sentence using the imperfect of *être* and *vouloir*, according to the model.

Modèle: danser dans une discothèque

Michèle était dans une discothèque parce qu'elle voulait danser.

Exercise 7 (continued)

- | | |
|------------------------------------|--------------------|
| 1. dîner | au théâtre |
| 2. jouer au football | au cinéma |
| 3. voir un film | au concert |
| 4. voir une pièce de théâtre | à l'aéroport |
| 5. acheter des fruits | au restaurant |
| 6. faire du ski | au supermarché |
| 7. écouter de la musique classique | au stade |
| 8. voir des avions | dans les montagnes |

1. Marc _____

2. J' _____

3. Vous _____

4. Marie _____

5. Nous _____

6. Paul et Lise _____

7. Tu _____

8. Anne et Alice _____

Exercise 8 Out of phase

Gilbert is always late. When he suggests something, it is what his friends had just agreed to do five minutes ago. Write what he says.

Modèle: Allons au cinéma!

Si nous allions au cinéma?

1. Lisons le journal!

2. Ecrivons à Pierre!

3. Sortons!

4. Prenons le bus!

5. Allons au stade!

6. Faisons un match de football!

7. Buvons du café!

* * *

Structure Le conditionnel

In French the conditional is a simple verb form: it consists of one word.

J'*aimerais* visiter Montréal.

I *would like* to visit Montreal.

The conditional is formed as follows:

Future stem + endings of the imperfect

Study the chart given on page 343 (shaded area). The chart gives the conditional forms of regular verbs.

Verbs which have an irregular future stem keep this same regular stem in the conditional.

Modèles:	avoir	j'aurais
	aller	j'irais
	être	je serais
	faire	je ferais
	pouvoir	je pourrais
	savoir	je saurais
	venir	je viendrais
	voir	je verrais
	vouloir	je voudrais

Note: The negative and interrogative forms of the conditional follow the same pattern used with all other simple verb forms.

Aimerais-tu voyager?

Non, je *n'aimerais pas* voyager.

* * *

Exercise 9 En France

Everyone has his own idea of what he would visit if he were in France. Complete the following sentences with the conditional of visiter.

1. Nous _____ la Côte d'Azur.
2. Jean et Marc _____ Paris.
3. Henri _____ Marseille.
4. Tu _____ l'Opera.
5. Vous _____ la cathédrale de Chartres.
6. Anne _____ les magasins de mode.
7. Mes frères _____ Notre-Dame.
8. Moi, je _____ les plages.

* * *

Exercice 10 Si le professeur était malade...

Robert wonders what he would do or not do, if the teacher were sick. Write down his reactions to the following possibilities.

Modèle: étudier?

Non, je n'étudierais pas.

1. apprendre mes verbes?

Non, _____

2. parler avec Colette?

Oui, _____

3. désobéir?

Oui, _____

4. jouer aux cartes?

Oui, _____

5. lire la leçon?

Non, _____

6. prendre des notes?

Non, _____

7. boire un café?

Oui, _____

8. rentrer chez moi?

Oui, _____

* * *

Structure Le conditionnel: Use of

The conditional expresses what one would do. Its use is similar in French and in English.

Présent

Si j'ai de l'argent,

Futur

j'irai en France.

Imparfait

Si j'avais de l'argent,

Conditionnel

j'irais en France.

Note: When the si - clause is in the imperfect, the resulting clause is in the conditional.

In French, the conditional is never used in the si - clause.

* * *

Activity V Listening for signals

You will hear someone talk about certain events. Follow the instructions given on the tape.

	possible	sûr
	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____

* * *

Activity VI Speaking

You will hear which city the following young people would visit if they were able to come to the United States. Follow the instructions given on the tape.

* * *

Activity VII Speaking

Pierre's friends have received airline tickets as graduation presents. You will hear where each one will go.

* * *

Activity VIII Conversation

A French student will ask you what you would do if you had lots of money. Answer her questions.

* * *

Activity IX Listening comprehension

You will hear a passage followed by 4 statements. Follow the instructions.

	vrai	faux
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
	*	*

Exercise 11 Job location

In which of the following places would Andre's friends work if they had the job in parentheses?

Modèle: (actrice)

Si Hélène était actrice, elle travaillerait dans un théâtre.

Places: une station-service

un magasin

un hôpital pour animaux

un bureau

une pharmacie

un théâtre

un studio

une école

un hôpital

1. (vétérinaire) Si Georges _____

2. (secrétaires) Si Julie et Anne _____

Exercise 11 (continued)

3. (mécaniciens) Si Jean et Louis _____

4. (vendeuse) Si tu _____

5. (pharmacien) Si j' _____

6. (médecin) Si Betty _____

7. (professeurs) Si vous _____

8. (artistes) Si nous _____

* * *

Exercise 12 Expression personnelle

Use your imagination to complete the statements. Use the conditional.

1. Si j'avais de l'argent _____

2. Si j'habitais Lethbridge _____

3. S'il faisait beau _____

4. Si le professeur ne venait pas en classe aujourd'hui _____

5. Si mes parents partaient ce week-end _____

6. Si j'organisais une surprise-partie _____

Exercise 12 (continued)

7. Si j'avais une voiture _____

* * *

Dictation for Lesson 13

Listen to each of the following sentences carefully before you write them in the space below. Always double check your work to make as few mistakes as possible.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Dictation (continued)

7. _____

8. _____

* * *

Reading Assignment for Lesson 13

Read each of the following sentences carefully. Watch for intonation and speed of reading.

1. C'est aujourd'hui dimanche, tous les magasins sont fermés.
2. Quand Henri viendra au Canada, il pourra visiter Edmonton.
3. Quand votre frère sera dans sa chambre, vous remettrez sa voiture dans le garage.
4. Henri et Jean sont les garçons les moins ambitieux de la classe.
5. Il est moins patient que moi mais je suis plus intelligente que lui.
6. Le jeune Canadien dit que les Français sont aussi dynamiques que les Canadiens.
7. Ce matin ils ont décidé de se promener, mais ils se sont perdus.
8. Votre meilleure amie n'est pas venue au rendez-vous que vous lui avez donné.

* * *

LESSON RECORD FORM

3300 French 30

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Time Spent on Lesson

Lesson Number _____

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*Please verify that preprinted label is for
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Lesson Grading: _____

Additional Grading
E/R/P Code: _____

Mark: _____

Graded by: _____

Assignment Code: _____

Date Lesson Received:

Lesson Recorded _____

Teacher's Comments:

Correspondence Teacher

ALBERTA DISTANCE LEARNING CENTRE

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3. POSTAGE RATES

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Chapitre IX Attitudes et valeurs

This lesson is based on the first two modules of Chapter Nine. In this chapter, the module openings consist of five attitude questionnaires. You will be asked questions about your relationship with your parents and your friends. You will also be asked how you value certain qualities, and how you feel about such things as politics, studies and careers.

In Récréations you will read what two French teen-agers think about these topics.

In Notes culturelles, you will learn how French teen-agers value friendship, love, marriage, politics, and culture, and how they feel about their parents.

In Activities, you will learn how to ask your friends to talk about:

- the topics of discussion at home.
- their opinions and value system; their attitudes towards politics, religion, careers; their feelings towards their parents, school, and other friends; what makes them happy or unhappy; comfortable or uncomfortable; what amuses them or bores them.

You will also learn how to choose among several things; to tell what kinds of people you like and do not like; to form many abstract words in French.

In Structures, you will mainly learn how to ask questions.

* * *

Module 1 Questionnaire numéro un

This is the first of five attitude questionnaires recorded on your tape. You do not have to send us the result of the questionnaires. They are intended for your use only. You should also familiarize yourself with new vocabulary words and structures.

Activity I Listening

Listen to each of the five questions and indicate your choice of answers. New vocabulary words are always explained in the right hand margin or in the special vocabulary section that goes along with each lesson.

Etude de mots

You will find quite a few new words in this section found on page 363.

Note: Many English words ending in -ty have French cognates ending in -té.

Modèle: La générosité est une qualité.

Generosity is a quality.

French nouns ending in -té are usually feminine.

* * *

Activity II Listening Note culturelle

French teen-agers have many casual friends, but have only one close friend. Friendship is rare and greatly appreciated. One can discuss everything with a close friend. How is this as compared to a Canadian teen-ager?

Listen to this activity as recorded on your tape. You will find the written text on page 363.

* * *

Activity III Pronunciation

In French the sound /t/ is pronounced without releasing a puff of air. Listen to the examples given on the tape and repeat after the speaker.

* * *

Structure Le déterminatif QUEL

The determiner *quel* (which, what) agrees in gender and number with the noun it introduces. Here are its various forms:

	Singular	Plural
Masculine	<i>quel</i>	<i>quels</i>
	<i>Quel ami?</i>	<i>Quels amis?</i>
Feminine	<i>quelle</i>	<i>quelles</i>
	<i>Quelle amie?</i>	<i>Quelles amies?</i>

Notes: *Quel* + noun is an interrogative expression.

Quel garçon parle français?

Note the word order when *quel* + noun is the subject of the question:

"*Quel ami vient au cinéma?*"

In the above, regular word order is used.

When *quel* + noun is not the subject, either *est-ce que* or inverted word order may be used:

"*Quel ami est-ce que tu invites?*"

"*Quel ami invites-tu?*"

Quel may be used alone when followed by the verb être.

Quels sont vos projets?

What are your plans?

* * *

Activity IV Conversation

Philippe will ask you questions about your favorite things. Listen to the examples given and answer his questions.

* * *

Exercise 1 Ignorance

Philippe pretends not to know about whom his friends are talking. As you will find out, he overdoes his pretended ignorance.

Modèle: J'ai parlé à ton professeur.

François: Quel professeur?

1. J'ai vu ton cousin.

2. J'ai rencontré ton ami.

3. J'ai téléphoné à tes cousines.

4. Je suis passé chez ta tante.

5. J'ai dansé avec ta soeur.

6. j'ai vu ta mère.

7. J'ai parlé à ton père.

* * *

Exercise 2 Census

Would you be a good census taker? Prepare the questions you would ask to obtain the following information about someone.

Modèle: le nom

Quel est votre nom?

1. l'adresse complète

2. le numéro de téléphone

3. la profession

4. les activités secondaires

5. les revenus

6. les occupations préférées

7. les passe-temps préférés

8. le parti politique

* * *

Exercise 3 Correspondances

Match each of the following words with their synonyms below.

activité	vitalité	rapidité
supériorité	variété	réalité
spécialité	majorité	stabilité
générosité	hostilité	vitalité

Exercise 3 (continued)

1. promptitude _____
2. dynamisme _____
3. opposition _____
4. charité _____
5. équilibre _____
6. occupation _____
7. diversité _____
8. fait concret _____
9. excellence _____
10. chose particulière _____
11. le plus grand nombre _____

* * *

Exercise 4 Incrédulité

When Anne says something, Marc always doubts her. Say what Marc would reply according to the model.

Modèle: Anne: J'ai une idée sensationnelle.

Marc: Quelle est cette idée sensationnelle?

1. J'ai des projets extraordinaires!

2. J'ai acheté un disque formidable!

3. J'ai vu un film remarquable!

4. J'ai été à un concert extraordinaire!

5. Je lis un livre très intéressant!

Exercise 4 (continued)

6. Je connais une nouvelle discothèque!

7. J'ai des idées révolutionnaires!

8. J'ai des qualités exceptionnelles!

* * *

Structure Le pronom interrogatif LEQUEL

Lequel is a French interrogative pronoun (which one, which ones).

Study the forms of this pronoun:

	Singular	Plural
Masculine	lequel	lesquels
Feminine	laquelle	lesquelles

Notes: The pronoun *lequel* must be of the same gender and number as the noun or noun group it replaces.

- J'invite des amies. Lesquelles?

The pronoun *lequel* is never followed by a noun.

* * *

Activity V Listening for signals

Marc has many cousins. Each of them does something special. Follow the instructions given on the tape.

	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
	*	*

Activity VI Speaking

Roger and Bertrand are traveling in Europe. Follow the instructions given on the tape.

* * *

Activity VII Listening comprehension

You will hear a conversation between André and Bernard. Answer the questions after you hear the conversation the second time.

- _____
- _____

* * *

Exercise 5 Guide à Montréal

France is showing some Swiss friends around her home town. They keep asking which place they will visit next. Write in their questions.

Modèle: France: Nous allons visiter un musée.

Amis: Lequel?

1. Nous visiterons une église.

2. Nous visiterons des magasins.

3. Nous passerons devant une université.

4. Nous nous promènerons dans un parc.

5. Nous verrons des monuments anciens.

6. Nous déjeunerons dans un restaurant.

7. Nous visiterons une cathédrale.

8. Nous passerons devant de vieilles maisons.

* * *

Interview

Let us suppose that a French student is visiting with you. Ask him or her six questions about his trip.

Example: Quelles sont les villes que tu as visitées?

Laquelle préfères-tu?

Laquelle trouves-tu la plus jolie?

1.

2.

3.

4.

5.

Interview (continued)

6. _____

* * *

Module II Questionnaire numéro deux

The first activity is very similar to Activity I of Module I. You are asked to express your opinion in 4 given situations. You will find the written text on page 368.

* * *

Etude de mots

Most English nouns ending in -tion have French cognates ending in -tion. French nouns ending in -tion are feminine.

*Not all French words ending in -tion have equivalent English cognates.

* * *

Exercise 6 Création de mots

Write the French nouns derived from the following verbs.

Modèle: préparer préparation

1. apprécier _____
2. opérer _____
3. célébrer _____
4. décorer _____
5. pénaliser _____
6. accélérer _____
7. généraliser _____
8. créer _____

* * *

Activity II Listening Note culturelle

In France, one must be 18 years of age before he can vote. The teen-agers are very interested in politics even if they can't vote.

Listen to this activity recorded on your tape. As usual, you will find new words explained after the text (page 369).

* * *

Activity III Pronunciation

The letters ti + vowel usually represent the sound /sj/. Note, sti + vowel represent the sound /stj/.

Listen to the examples recorded on your tape and repeat after the speaker.

* * *

Structure Le pronom celui

The pronoun celui (the one, the ones) has four forms.

	Singular	Plural
Masculine	celui	ceux
Feminine	celle	celles

Celui agrees in gender and number with the noun it replaces.

Celui cannot stand alone. It must be followed by *-ci*, *-là*, or another word.

Modèles: Voici un manteau.

C'est *celui* de Pierre.

In the above, manteau is replaced by the pronoun celui.

Let's look at other examples.

Où est ma voiture?

Ce n'est pas *celle-là*.

Voici des livres.

Ce sont *ceux* de Marie.

Voici des cassettes.

Ce sont *celles* de Jean.

Activity IV Listening for signals

Sylvie and Annie are going over a list of names to see who they will invite to their party. Follow the instructions given on the tape.

	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
	*	*

Exercise 7 Au choix

Marc asks Martine to choose among several things. Fill in the blanks with the appropriate forms of celui.

Modèle: Quel film verrons-nous?

Celui-ci ou celui-là?

1. Dans quel restaurant dînerons-nous?

_____ -ci ou _____ -là?

2. Quelle table réservons-nous?

_____ -ci ou _____ -là?

3. Dans quelles boutiques irons-nous?

_____ -ci ou _____ -là?

4. Quels disques achèterons-nous?

_____ -ci ou _____ -là?

5. Quels livres choisirons-nous?

_____ -ci ou _____ -là?

6. Quelles chansons écouterons-nous?

_____ -ci ou _____ -là?

Structure Celui-ci et celui-là

The pronoun *celui* can be followed by *-ci* or *là*.

Celui-ci usually means this one.

Celui-là usually means that one.

Modèles: Est-ce que c'est celui-ci ou celui-là?

Is it this one or that one?

Lesquels? Ceux-ci ou ceux-là?

Which ones? These or those?

* * *

Activity V Speaking

Albert and Sophie went shopping together, but they don't like the same things. Follow the example given on the tape.

* * *

Exercise 8 Achats

When he goes shopping, Pierre knows exactly what he wants to buy. Complete his answers. Use *désirer* and a form of *celui-ci* when his answer is oui.

Modèles: Voulez-vous ce sac?

Oui, je désire celui-ci.

Et cette montre?

Non, je préfère celle-là.

1. Et ces disques?

Oui, _____

2. Et ces livres?

Non, _____

3. Et cet appareil-photo?

Oui, _____

4. Et cette caméra?

Non, _____

5. Et cette chemise?

Non, _____

Exercise 8 (continued)

6. Et ces jolies cravates?

Oui, _____

* * *

Structure Celui deThe pronoun *celui* may be followed by *de*. Note the various meanings.

Voici un livre.

C'est *celui de* Robert.

It is Robert's. (the one belonging to)

Voici un train.

C'est *celui de* Paris.

It's the one from Paris.

J'aime les livres de Jean.

Je préfère *ceux de* Louise.

I prefer those of Louise.

Aimes-tu les livres de Hugo?

Je préfère *ceux de* Dumas.

I prefer the ones by Dumas.

Note: In French, possession is indicated by *de* + noun.

C'est le livre de Jean.

It is Jean's book.

-In English, the pronoun *one* or *ones* is omitted after the possessive.-In French, the pronoun *celui* may not be left out.

* * *

Activity VI Speaking

You will hear someone mention certain objects. Marie-Christine says they all belong to her brother. Follow the instructions given on the tape.

* * *

Activity VII Listening comprehension

You will hear a conversation between Jean-Claude and his mother. Answer the two questions after you have heard the dialogue a second time.

1. _____

2. _____

* * *

Exercise 9 A qui est-ce?

It is not hard to tell Philippe's and Claude's things apart. Philippe's are blue and Claude's are green. Follow the example given.

la cravate verte?

C'est celle de Claude.

1. le sac bleu?

2. le costume vert?

3. les chaussures vertes?

4. les pyjamas bleus?

5. le pantalon bleu?

6. les chemises vertes?

* * *

Exercise 10 La conférence internationale

You are traffic director at a large international conference. Describe the origin of the various incoming passenger carriers.

Modèle: un Boeing: C'est celui de Boston.

1. un bus: _____ Genève.

2. une Caravelle: _____ Moscou.

3. un DC-9: _____ Montréal.

4. deux bus: _____ Bruxelles.

5. deux Caravelles: _____ Rome.

6. deux DC-9: _____ Mexico.

* * *

Exercise 11 Comparaisons personnelles

Compare your possessions with those of your best friend.

Modèle: ma maison: grande?

Ma maison est plus grande que celle de mon ami.

ou Ma maison est moins grande que celle de mon ami.

1. ma chambre: confortable?

2. mes vêtements: élégants?

3. mes disques: intéressants?

4. ma bicyclette: rapide?

5. mon électrophone: moderne?

6. ma montre: belle?

Dictation for Lesson 14

Write each sentence in the space below.

1.

2.

3.

4.

5.

6.

7.

8.

LESSON RECORD FORM

3300 French 30

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Module III Questionnaire numéro trois

In the first activity you will listen to five questions. After each question, you are given three choices. Again, we remind you, that you don't have to submit your answers.

* * *

Etude de mots

You will find this section on page 375 of your text. Be sure to always keep up with the new vocabulary. If you have, before the end of the course, you should be able to find an easy French book and understand most of what you read. It is always handy to have a good dictionary on hand so as to be able to look up new words not covered in this course.

Notes: 1. Note the distinction between the following two expressions.

- a. bien élevé(e): une personne qui a reçu une bonne éducation à la maison.
- b. mal élevé(e): une personne qui n'a pas appris les règles de la politesse (politeness).

2. The adverb "intelligemment"

If the adjective ends in -ent, the corresponding adverb ends in -emment.

intelligent - intelligemment

évident - évidemment

If the adjective ends in -ant, the corresponding adverb ends in -amment.

constant - constamment

* * *

Exercise 1 Question de personnalité

One often acts according to his personality. Indicate this by using the appropriate form of the adverb -emment, -amment.

Modèle: Michèle est élégante. (Elle s'habille)

Elle s'habille élégamment.

1. Jacques est prudent. (Il conduit)

2. Henri est intelligent. (Il s'exprime)

Exercise 1 (continued)

3. Albert est différent. (Il fait tout)

4. Caroline est brillante. (Elle parle)

5. Pierre est arrogant. (Il se conduit)

6. Monique est patiente. (Elle attend)

* * *

Activity II Listening Note culturelle

Culture is very important in France. If you tell a young Frenchman that he is well-cultured, you are paying him great respect. A well-cultured person is one who can converse on a great variety of subjects.

Listen to this activity recorded on your tape. Since there is only one new word in this activity, you should have no problem with it.

acquérir - to acquire

* * *

Activity III Pronunciation

In French the letters qu practically always represent the sound /k/. Listen to the examples given by the speaker and repeat each example after him.

* * *

Structure The relative pronouns: qui and que

Qui replaces a subject.

Que replaces a direct object.

Qui (who, which, that) may represent people or things.

Que (whom, which, that) may represent people or things.

Study the following examples.

A. Voici un étudiant.

Cet étudiant m'intéresse. (subject)

Voici un étudiant qui m'intéresse.

Here is a student that interests me.

B. Voici une idée.

Cette idée m'intéresse. (subject)

Voici une idée qui m'intéresse.

Here is an idea that interests me.

C. Voici un étudiant.

J'admire cet étudiant. (direct object)

Voici un étudiant que j'admire.

D. Voici une idée.

J'admire cette idée. (direct object)

Voici une idée que j'admire.

Note: Although the direct object relative pronoun (whom, which, that) is often left out in English, the equivalent French pronoun que can never be omitted.

* * *

Activity IV Speaking

Imagine that you are at a party. You will hear what various people are doing. Point out these people to a friend of yours according to the model.

* * *

Activity V Speaking

Jerôme is a little crazy. He thinks that only people whose names begin with "J" are intelligent. Follow the instructions given on the tape.

* * *

Exercise 2 Identifications

The following paragraph tells what certain students are doing in the classroom as the teacher enters. She asks Pierre to identify his classmates. Write out what Pierre says, starting your sentences with:

C'est le garçon (la fille) qui...

or Ce sont les garçons (les filles) qui...

Modèle: Qui sont Irène et Marie?

Ce sont les filles qui sortent.

Jacques lit.

Michèle regarde sa montre.

Philippe mange un sandwich.

Françoise écrit.

André et Gilles parlent.

Christine et Mathilde font leurs devoirs.

Irène et Marie sortent.

1. Qui est Jacques?

2. Qui est Michèle?

3. Qui est Philippe?

4. Qui est Françoise?

5. Qui sont André et Gilles?

6. Qui sont Christine et Mathilde?

* * *

Exercice 3 Différences d'opinions

Marc and Alain have different opinions about their classmates. Write out Alain's remarks according to the model.

Modèle: J'aime bien Brigitte.

C'est une fille que je déteste.

1. Je n'aime pas Paul et René.

_____ je trouve sympathiques.

2. Je trouve Anne énigmatique.

_____ je comprends très bien.

3. Je trouve André idiot.

_____ je trouve intelligent.

4. J'invite souvent Pierre et Henri.

_____ je n'invite jamais.

5. J'admire Antoine.

_____ je trouve ridicule.

6. Je déteste Irène et Jeanne.

_____ j'aime.

7. Je trouve Léon et Charles stupides.

_____ j'aime écouter.

* * *

Exercice 4 La rue

Henri is looking out the window. He describes what he sees. Play his role.

Modèle: Je vois une jeune fille.

Elle entre dans un magasin.

Henri: Je vois une jeune fille qui entre dans un magasin.

1. Je vois un jeune homme.

Il va dans un café.

Exercise 4 (continued)

2. Je vois des autobus.

Ils vont très vite.

3. Il y a des touristes.

Ils se promènent dans la rue.

4. Je vois une voiture.

Elle s'arrête.

5. Je vois des personnes.

Elles travaillent.

6. Il y a une jeune fille.

Elle parle avec ses amis.

* * *

Exercise 5 Expression personnelle

Complete each of the following sentences. Use your own imagination.

Modèles: J'ai des amis qui sont très sympathiques.

J'ai des amis que j'invite souvent chez moi.

1. J'aime les garçons qui _____

2. J'aime les filles qui _____

Exercise 5 (continued)

3. Je n'aime pas les garçons que _____

4. Je n'aime pas les filles que _____

5. J'ai des professeurs qui _____

6. J'ai des professeurs que _____

7. J'ai vu un film qui _____

8. J'ai vu un film que _____

9. J'ai des idées qui _____

10. Mes parents ont des idées que _____

* * *

Structure Celui qui et celui que

The pronoun *celui* may be followed by *qui* or *que*.

Usually *celui qui* and *celui que* both correspond to the English expressions the one that, the one who.

Celui qui is generally followed by a verb or verb group.

C'est celui qui parle à Jean.

Celui que is generally followed by subject + verb.

C'est celui que j'ai invité.

In English the pronoun *that* or *whom* is often left out in the direct object form. In French the pronoun *que* cannot be omitted.

C'est celui que je préfère.

He is the one (that) I like best.

* * *

Activity VI Speaking

Bernard is very generous. Whenever Eric wants something, Bernard tells him to take the one that is in his room

Write any two of your answers in the space below.

1. _____

2. _____

* * *

Activity VII Speaking

Jacques and Suzanne are at a party. Jacques asks who certain people are. Suzanne tells him he is looking at them.

* * *

Activity VIII Listening comprehension

You will hear a conversation between Daniel and his little sister Florence. Answer the two questions after you hear the dialogue a second time.

1. Quel est le plus grand morceau?

2. Est-ce que Daniel veut aussi ce morceau?

* * *

Exercise 6 Préférences

Sporty Annette and brainy Joanne compare their tastes. Complete Joanne's sentences.

Modèle: J'aime les garçons qui dansent bien.

J'aime ceux qui pensent bien.

1. les filles qui sont sportives.
_____ sont intellectuelles.

Exercise 6 (continued)

2. les films qui sont drôles.

_____ sont sérieux.

3. le théâtre qui est facile à comprendre.

_____ est abstrait.

4. la littérature qui parle d'actions.

_____ parle d'idées.

5. les sports que je pratique.

_____ je regarde à la télé.

6. le jazz que je peux danser.

_____ je peux écouter.

7. la musique qu'on entend dans les discothèques.

_____ on joue dans les concerts.

8. les idées que je trouve utiles.

_____ je peux discuter.

* * *

Exercise 7 Suprise-partie

Read the description of the people at the party. Then answer the questions of René, who arrived late and has not been introduced to everyone.

Description: Jacques danse avec Hélène. Christine met un disque. Gérard boit du Coca-Cola. Henri et Albert parlent. Caroline se regarde dans la glace. Mariette et Louise se disputent. Jean-Claude discute avec Marylène. Jacqueline et Annette mangent des sandwiches. Sandrine téléphone.

Modèle: René: Qui est Jacques?

Vous: C'est celui qui danse avec Hélène.

1. Qui est Christine?

Exercise 7 (continued)

2. Qui est Gérard?

3. Qui sont Henri et Albert?

4. Qui est Caroline?

5. Qui sont Mariette et Louise?

6. Qui est Jean-Claude?

7. Qui sont Jacqueline et Annette?

8. Qui est Sandrine?

* * *

Exercise 8 Différence d'opinion

When they express their opinion, Jacques and Pierre never agree.

Play Pierre's role.

Modèle: J'aime les professeurs qui sont stricts.

Moi, je préfère ceux qui ne sont pas stricts.

1. J'aime les gens qui parlent de politique.

2. J'aime les filles qui parlent beaucoup.

Exercise 8 (continued)

3. J'aime les livres qui sont sérieux.

4. J'aime les films qui parlent d'amour.

5. J'aime les personnes qui pensent comme moi.

* * *

Dictation for Lesson 15

After you have listened to the sentences a few times, write them in the space below.

1.

2.

3.

4.

5.

Dictation (continued)

6. _____

7. _____

8. _____

* * *

Reading Assignment for Lesson 15

1. David admire les tableaux qui sont au mur mais Colette n'est pas du même avis.
2. C'est un repas très appétissant. C'est dommage que Pierre n'est pas venu.
3. Qu'est-ce que vous faites dans ma chambre à lire mes livres?
4. Ni Paul ni David n'entend le téléphone lorsqu'ils écoutent mes disques.
5. Colette est au régime. Son docteur lui dit de ne pas manger certaines choses.
6. Notre nouveau professeur nous donne trop de devoirs et ils sont trop difficiles.
7. Nous avons l'intention d'aller au cinéma à deux heures mais ma mère est arrivée.
8. J'ai rendez-vous avec eux devant le restaurant qui est derrière le cinéma.

* * *

LESSON RECORD FORM

3300 French 30

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Assignment Code: _____

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Module 4 Questionnaire numéro quatre

this lesson is based on the fourth attitude questionnaire of Chapter Nine. In the first activity you will hear five questions followed by three choices. You are not required to send us your answers to each question unless you want to share such information with your teacher.

* * *

Activity II Listening Note culturelle

Parent-Child Relationships

If you go to France, don't be surprised to find that children relate to their parents in a different way than Canadians do.

French children hug their parents several times a day.

Although children do not consider their parents as friends, they do consider them as teachers or models; someone to turn to for guidance.

Parents exercise more control over their children's social activities. You will see how, for example, one has to ask parents before going out on a week-end.

There are very few new words in this activity. You will find the text on page 383.

* * *

Etude de mots

Do not omit this new list of words found on page 384. Pay special attention to the list of verbs with the prefix **re-**, **r-**. this prefix before a verb adds a new meaning to the verb (back, over, again).

* * *

Exercise 1 Aujourd'hui et demain

Whatever you ask Jacques to do today, will have to be done again tomorrow. Write down tomorrow's assignment.

Modèle: Téléphone à Anne.

Retéléphone-lui.

1. Parle à Antoine.

2. Lis cette leçon.

Exercise 1 (continued)

3. Prends ton manteau.

4. Fais le devoir.

5. Viens ici.

6. Mets ce disque.

* * *

Exercise 2 Ça recommence!

The following people had to do some things over again, but under different conditions.

You are to state what they have redone. Use a new verb with re- and use the words in brackets.

Modèle: J'ai vu Jean à Montréal. (à Ottawa)

J'ai revu Jean à Ottawa.

1. J'ai joué avec Christine hier. (cet après-midi)

2. J'ai visité New York en 1973. (en 1980)

3. J'ai téléphoné à Henri à cinq heures. (à neuf heures)

4. Nous avons fait nos devoirs. (nos leçons)

5. Jean est parti avec son père hier. (aujourd'hui)

6. Je vous ai parlé de mon frère. (ma soeur)

* * *

Activity III Pronunciation

Some words are linked together. We call this in French: *liaison*. An example of this is the subjects and verbs. In French, *liaison* is required between the verb and its subject pronoun, whether this pronoun comes before or after the verb. Listen to the various groups of examples and repeat after the speaker.

- a. subject pronoun + verb
- b. verb + subject pronoun
- c. subject pronoun + object pronoun + verb
- d. object pronoun + verb + subject pronoun

* * *

Structure Prépositions

Prepositions in French introduce nouns, pronouns, and verbs. In French, prepositions always come before the word they introduce.

Modèle: Voici la personne pour qui je travaille.

Here is the person for whom I work.

Here is the person who I work for.

In each of the following examples, you are given a preposition you are already familiar with.

Je parle à Jean.	to
Je parle de Lucie.	of
Je vais chez mes parents.	to
Je travaille avec mes amis.	with
Je travaille sans Pierre.	without
Je travaille pour Jean.	for

* * *

Activity IV Speaking

You will hear Sophie give certain information to Marie-Christine over the phone. Because of a poor connection, Marie-Christine does not understand very well and asks Sophie to repeat.

Follow the instructions given on the tape,

* * *

Exercise 3 Omission

Fill in the blanks with the correct prepositions.

1. (sans, chez) Je rentre _____ moi _____ mes livres.
2. (dans, à) Quand je suis _____ ma chambre, je téléphone
_____ Albert.
3. (dans, de) Je lui dis que j'ai oublié mes livres _____
français _____ sa voiture.
4. (à, pour) Il me répond que son frère a pris sa voiture _____
aller _____ la plage.
5. (de, pour) Je lui dis que j'ai besoin _____ mes livres
_____ faire mes devoirs.
6. (avec, sans) Il déclare que _____ ma mémoire extraordinaire,
je peux faire mes devoirs _____ livre.

* * *

Structure Les pronoms interrogatifs

In a question beginning with a preposition, the French use:

qui to refer to people

quoi to refer to things

In French, the preposition can never come at the end of a question.

Quoi may also be used alone to form a one-word question.

Modèle: J'ai acheté quelque chose.

Quoi?

Study the following examples.

De qui parlez-vous?

A qui pensez-vous?

De quoi parlez-vous?

A quoi pensez-vous?

* * *

Activity V Listening for signals

You will hear 8 questions. Can you tell if they refer to persons or objects?

	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
	*	*

Exercise 4 Nouveaux amis

It is obvious that Philippe's mother does not know her son's new friends, since she asks him to repeat their names.

Follow the examples, using the correct preposition.

Modèle: Je vais chez Adrien.

Chez qui?

1. Je téléphone à Annie.

2. Je sors avec Madeleine.

3. Je pense à Claudine.

4. Je travaille chez Denis.

5. Je parle à Gérard.

Exercise 4 (continued)

6. Je fais ces devoirs pour Robert.

* * *

Exercise 5 Derrière la porte

Little Eric is behind the door eavesdropping on a conversation between his brother Marc and some friends. He cannot hear Marc's first words. Write them in.

Modèle: A quoi pensez-vous?

A la surprise-partie!

1. _____ parlez-vous?
De notre classe d'anglais.
2. _____ parles-tu?
De ta cousine.
3. _____ sors-tu?
Avec Marie.
4. _____ joues-tu?
Au tennis.
5. _____ as-tu besoin ?
Des vacances.
6. _____ as-tu envie?
D'une glace!
7. _____ écris-tu?
A Marie.
8. _____ écrit-il?
Avec un crayon.

* * *

Exercise 6 Précisions

Henri is never too explicit when he talks about what he is doing. Nicole asks him to be more explicit. Say what Nicole would say.

Modèle: Je suis sorti avec une fille.

Avec qui?

1. J'ai téléphoné à une amie.

2. Nous avons parlé de quelque chose.

3. J'ai été en ville avec des amis.

4. J'ai acheté quelque chose.

5. J'ai été chez des amis.

6. Nous avons joué à quelque chose.

7. Je suis rentré avec un ami.

8. J'ai réparé ma montre avec quelque chose.

* * *

Expressions personnelles

In this exercise, you are given a chance to express your activities. You do not have to be factual.

1. Avec qui sortez-vous le week-end?

Expressions (continued)

2. De quoi parlez-vous?

3. A quoi vous intéressez-vous?

4. A quoi jouez-vous avec vos amis?

5. De quoi parlez-vous avec vos parents?

6. Chez qui allez-vous pendant les vacances?

* * *

Structure L'inversion

In this section, we shall look at two ways of forming a question.

1. In conversation, questions may be formed by using the expression *est-ce que*:

It is used:

- a. at the beginning of a sentence-
Est-ce que tu habites à Legal?
- b. after the interrogative expression-
A qui est-ce que tu parles?

You will note that in questions with *est-ce que*, the word order is the same as with statements:

-the subject comes before the verb.

2. Questions may also be formed by the inversion method. In such cases, the subject and verb are turned around. Here we want to look at two cases.

a. when the subject is a pronoun:

-There is a hyphen (-) between the verb and the pronoun.

-The verb is linked with a /t/ sound to the pronouns *il(s)*, *elle(s)*, and *on*. When the verb ends in a t or d, this consonant is pronounced /t/. When the verb ends in a vowel, the letter t is inserted between the verb and the pronoun. Now let us look at examples.

A qui parlez-vous?

Parlez-vous à Jean?

De quoi parlez-vous en classe?

Répond-il à vos questions?

Aime-t-il le football?

b. when the subject is a noun.

In short questions consisting of a question word, a subject and a verb, the verb is placed before the noun subject.

Où va Paul?

Où habite Jean?

In longer questions the pronoun subject which corresponds to the noun subject, is inserted after the verb.

Vos parents sont-ils français?

Votre professeur parle-t-il de politique?

De quoi votre frère parle-t-il?

* * *

Activity VI Speaking

You will hear what certain young people are doing. Ask why!

Follow the example given on the tape.

* * *

Exercise 7 Avec qui?

Pierre wants to know with whom his friends do what they are doing. Write down his questions, according to the model.

Hélène danse.

Avec qui danse-t-elle?

1. Robert sort.

2. Jacqueline est au concert.

3. Paul va au théâtre.

4. Henri travaille.

5. Suzanne et Monique étudient.

6. Alain et Roger parlent.

* * *

Expression personnelle

Imagine that you are setting up an interview with your friends for the school paper. Ask them questions beginning with the words in brackets.

Modèle: Tu habites (où)

Où habites-tu?

1. Tu vas en vacances. (où)

2. Tu apprends le français. (pourquoi)

3. Tu parles avec tes parents. (de quoi)

Expression (continued)

4. Tu sors souvent. (avec qui)

5. Tu travailles. (où)

6. Tu fais du sport. (quand)

7. Tu t'intéresses. (à quoi)

8. Tu parles de tes projets. (avec qui)

* * *

Expression personnelle

In this second half of the exercise, you are to ask questions of your friends to find out what certain people like. Use inversion.

Modèle: ta soeur (la danse)

Ta soeur aime-t-elle la danse?

1. tes parents (les voyages)

2. tes amies (les surprises-parties)

3. ton professeur (les mauvaises élèves)

4. ton meilleur ami (tes idées)

5. ta meilleure amie (tes projets)

6. ton père (la musique rock)

Expression (continued)

7. ta mère (la télévision)

8. tes amis (leurs professeurs)

* * *

Structure L'inversion au Passé Composé

In the passé composé the subject pronoun is inserted between the auxiliary verb (avoir, être) and the past participle.

Etes-vous allé en classe hier?

De quoi avez-vous parlé?

De quoi le professeur a-t-il parlé?

* * *

Activity VII Speaking

You will hear what certain people did during summer vacation. Ask with whom they did these things.

* * *

Activity VIII Listening comprehension

You will hear a conversation between Monique and her brother Charles. Answer the two questions after you hear them for a second time.

1. _____

2. _____

* * *

Exercise 8 The burglary

A burglary has been committed. To find out more information, the police officer checks on the activities of various people in the neighborhood. Write out his questions.

Modèle: Madame Lambert est allée au cinéma.

Quand est-elle allée au cinéma?

Exercise 8 (continued)

1. Paul est sorti.

A quelle heure _____

2. Suzanne a dîné en ville.

Avec qui _____

3. Bernard est rentré chez lui.

Comment _____

4. Henri et Monique sont restés chez eux.

Pourquoi _____

5. Alain a rendu visite à son oncle.

Quand _____

6. Anne a téléphoné.

A qui _____

* * *

Questionnaires

Imagine that your friends have done the following things during their holidays. Ask them 4 questions using inversion.

Modèle: Il a été en France.

Es-tu passé à Paris?

Qui as-tu rencontré?

Avec qui as-tu voyagé?

Chez qui es-tu resté?

1. Il a fait le tour du Canada.

Questionnaires (continued)

2. Il a travaillé dans un magasin.

3. Il a appris à faire des photos.

* * *

Dictation for Lesson 16

After you have listened to the sentences very carefully, write them below.

1.

2.

3.

Dictation (continued)

4.

5.

6.

7.

8.

* * *

LESSON RECORD FORM

3300 French 30

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FRENCH 30 - PREPARATION FOR THE FINAL TEST

Your preparations for the Final Test in French 30 should include the following:

- Pages 439 - 448 of the textbook.
- Being able to write complete sentences correctly (meaning, word order, and agreements).
- Choosing the appropriate verb tense to fit the context.
- Choosing the appropriate pronoun, adjective, adverb, etc... to fit the context.
- Reflexive verbs.
- Reviewing your corrected lessons, with special attention to any trouble spots.

To receive credits in this course, you must pass the final test.

Module 5 Questionnaire numéro cinq

This lesson is based on the last module of Chapter 9 and the first module of the last chapter covered in this course. Later on in the lesson, we will outline for you what you will be studying in Chapter 10.

* * *

Activity I Listening

This is the last of five questionnaires included in this chapter. As usual, we do not expect you to send in your answers unless you want to share this information with your teacher.

* * *

Activity II Listening Note culturelle

What do young French people think about love? Listen to this activity and find out. You might be surprised to find that for them love does not occupy top priority in their lives.

You will find the written text on page 391.

* * *

Activity III Pronunciation

Liaison is required between a determiner and the noun it introduces. If an adjective precedes the noun, it too, is linked to the determiner and the noun by liaison.

Listen to the examples given on the tape and repeat after the speaker.

* * *

Structure Les pronoms interrogatifs sujets

To ask a question about the subject of a sentence, the French use the following structures:

qui

to identify people

qui est-ce qui

Modèles: Qui a téléphoné?

Qui est-ce qui a téléphoné?

qu'est-ce qui

to identify things or events

Modèle: Qu'est-ce qui vous inquiète?

Note: Qui is used more frequently than qui est-ce qui.

The above pronouns are always followed by a singular verb.

* * *

Activity IV Listening for signals

You will hear 8 questions. Can you tell if these questions concern people or things? Follow the instructions on the tape and indicate your answers below.

	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
	*	*

Exercise 1 Secretary's answers

Monsieur Olivier took a day off. When he came back to his office, he asked the secretary what happened. From the secretary's answers, complete Monsieur Olivier's questions with Qui or Qu'est-ce qui as appropriate.

1. (Monsieur Durand)

_____ a téléphoné?

2. (Une lettre de New York)

_____ est arrivé?

3. (Un télégramme)

_____ est sur la table?

4. (Madame Durand)

_____ est venu?

5. (Le téléphone)

_____ ne marche pas?

Exercise 1 (continued)

6. (C'est moi)

_____ a répondu à
la lettre de Monsieur Dupont?

* * *

Exercise 2 Au téléphone

Because of a bad connection, Suzanne cannot hear very well what Philippe tells her. She asks him to repeat. Write out her questions.

Modèle: Paul m'énervé?

Qui est-ce qui t'énervé?

1. Mes examens me tourmentent.

2. Ses remarques m'énervent.

3. Mes cours m'embêtent.

4. Mon professeur de français me tourmente.

5. Mes cousins m'embêtent.

6. Ton frère m'amuse.

7. Ses histoires m'amused.

* * *

* * *

Activity V Listening for signals

You will hear Philippe asking questions of Suzanne.

Listen to the instructions given on the tape. Indicate your answers in the space below.

	A	B
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
	*	*

Activity VI Speaking

You will hear Pierre talking about events of the day. Ask him to be more specific about what he is talking about. An example is given on the tape.

* * *

Exercise 3 Derrière la porte

When his sisters give a party, Eric likes to eavesdrop. This time he was caught! Begin the questions below with one of the following expressions.

Qui, Que, Qu'est-ce qui, Qu'est-ce que

Modèle: Qui veut quelque chose à boire?

- _____ tu regardes? Tes photos.
- _____ mets-tu? Un disque de jazz.
- _____ veut danser? Anne et Martine.
- _____ est tombé? Un disque.
- _____ allons-nous faire? Jouer aux cartes.
- _____ sait jouer au bridge? Nous.

Exercise 3 (continued)

7. _____ choisis-tu comme partenaire? Hélène.
8. _____ on entend? Un bruit. (noise)
9. _____ fait ce bruit? Quelque chose derrière
la porte.
10. _____ écoute derrière la porte? C'est Eric!

* * *

Exercise 4 La journée de Paul

Betty asks Paul what he did today. From his answers, complete Betty's questions with Qui est-ce que or Qu'est-ce que.

1. Charles et Marie.

_____ tu as rencontré?

2. Jacques.

_____ tu as vu?

3. Un "western"

_____ tu as vu au cinéma?

4. Du pain.

_____ tu as acheté?

5. Henri

_____ tu as invité?

6. J'ai fait une promenade.

_____ tu as fait?

* * *

Exercise 5 Au choix

Henri asks certain questions of Suzanne. Read the second part of the question to decide whether to complete the first part with Qui or Que.

1. _____ préfères-tu? Jean ou Pierre?
2. _____ préfères-tu? Le jazz ou la musique pop?
3. _____ écoutes-tu? Anne ou Hélène?
4. _____ préfères-tu écouter? Mes disques ou tes disques?
5. _____ regardes-tu? Mes livres ou mes photos?
6. _____ regardes-tu? Eric ou Jean?

* * *

Chapitre X Les bijoux de Marignac

In this last chapter, the five module openings are episodes in a detective story. The main heroes are two students, Marc and Michel, and their younger cousin Alain. They are spending their summer vacation camping near a small French village. One night, the village museum is burglarized, and the boys set out to solve the crime.

In this chapter, the main activity is reading. You will review much that you learned during your three years of French.

The three boys have gone to the imaginary French town of Marignac.

* * *

Activity I Listening Note culturelle

L'Auvergne is an old province situated in the middle of France. It is very mountainous and many tourists go there to visit.

The capital of Auvergne is Clermont-Ferrand. This is an industrial city of about 300,000 people. Most people live in small towns. Houses are made of stone and very often you find an old castle as the main feature of the town.

* * *

Activity II Pronunciation

The letters **an** (am) represent the sound /ã/, unless they are followed by a vowel or another n(m). In such cases, they represent the sound /an/ (/am/).

Listen to the various examples given on the tape and repeat each after the speaker.

* * *

Activity III Listening comprehension

In this activity, you will hear the first episode of Les bijoux de Marignac.

Each part of the story will be followed by 4 true or false statements. After you hear the episode a second time, indicate your choices below. The text is found on page 402.

	<u>Vrai</u>	<u>Faux</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

* * *

Activity IV Listening comprehension

This is the second half of "Premier épisode". The text is found on page 402. You will hear 4 statements. Indicate if they are True or False.

	<u>Vrai</u>	<u>Faux</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

* * *

Etude de mots

As usual, this is an important part of each lesson. You will find this section on page 403 of your text.

In "note de vocabulaire", note the difference of usage of the verbs vivre and habiter. In English, live is used in both cases.

* * *

Questions

Answer each of the following questions in French, using complete sentences. These questions are based on the reading on page 402.

1. Dans quelle province se trouve Marignac?

2. Quelles sont les caractéristiques d'un village d'Auvergne?

3. Combien de terrains de camping y a-t-il à Marignac?

4. Quelle est la population en hiver?

5. Quelle est la population en été?

6. Quelle est la rivière qui coule près du village?

7. Quand est-ce que le château a été construit?

8. A qui appartenait le château autrefois?

9. Est-ce que cette famille existe aujourd'hui?

10. Qu'est-ce qu'on peut voir au château de Marignac?

Structure Le verbe: vivre

Open your text to page 404. Study the main forms of the verb vivre (to live).

Fill in the missing blanks in the space below.

<u>Présent</u>		<u>Imparfait</u>	
je	_____	tu	_____
il	_____	vous	_____
ils	_____	ils	_____
 <u>Futur</u>		 <u>Passé Composé</u>	
tu	_____	tu	_____
nous	_____	il	_____
vous	_____	vous	_____
* *		* *	

Questions personnelles

Answer each question using a complete French structure.

1. Où vivent vos grands-parents? (parents)

2. Où vivez-vous?

3. Combien de temps avez-vous vécu dans votre maison actuelle?

4. Avez-vous toujours vécu dans cette maison?

5. Où viviez-vous avant?

Exercise 6 Correspondances

The following people are citizens of the countries in which they live.

Match each person with the proper city, and complete the statements with the verb vivre.

Atlanta, Rome, Moscou, Paris, Chihuahua

Québec, Genève, Berlin, Lisbonne

Modèle: Peter est allemand.

Il vit à Berlin.

1. Paul est suisse. Il _____
2. Lise est canadienne. Elle _____
3. Igor et Boris sont russes. Ils _____
4. Nous sommes portugais. Nous _____
5. Vous êtes français. Vous _____
6. Je suis italien. Je _____
7. Tu es américaine. Tu _____
8. Luis et José sont mexicains. Ils _____

* * *

Structure Le verbe: tenir

Study the main forms of the verb tenir (to hold) found on page 405.

Note that the conjugation of tenir is similar to that of venir. However, the passé composé is different.

Contrast the two.

j'ai tenu	je suis venu(e)
tu as tenu	tu es venu(e)
il a tenu	il est venu
	elle est venue
nous avons tenu	nous sommes venu(e)s
vous avez tenu	vous êtes venu(e)s
ils ont tenu	ils sont venus
	elles sont venues

There are many expressions used with the verb tenir. In each case, the meaning changes.

Study each of the following expressions.

<i>tenir une promesse</i>	to keep a promise
<i>tenir à + noun, pronoun</i>	to value, cherish
<i>tenir à + infinitive</i>	to insist on
<i>tenir à ce que + subjunctive</i>	to insist that
<i>se tenir</i>	to be, stay; behave

The following verbs are conjugated like *tenir*.

<i>appartenir à</i>	to belong to
<i>contenir</i>	to contain
<i>maintenir</i>	to maintain
<i>obtenir</i>	to obtain
<i>retenir</i>	to retain

* * *

Questions personnelles

Answer each of the following questions with a complete French sentence.

1. Est-ce que vous obtenez de bons résultats en français?

2. Tenez-vous à aller en Europe?

3. Tenez-vous à aller à l'université plus tard?

4. Est-ce que vous vous tenez bien en classe?

5. Est-ce que vos amis se tiennent bien en classe?

Questions (continued)

6. Est-ce que vous vous tenez bien chez vous?

7. A qui appartient la maison où vous habitez?

8. A qui appartenait-elle avant?

* * *

Structure Pronoms indéfinis

Study the chart of indefinite expressions of quantity found on page 406.

Their English meanings are given on the right hand side of the chart.

Note: When used as a direct object, indefinite pronouns of quantity require *en* before the verb:

J'ai des amis à Victoria.

J'en ai *plusieurs* à Edmonton.

* * *

Activity V Listening for signals

You will hear Alain making 12 statements about certain events and actions. Follow the instructions given on the tape and indicate your answers below.

	<u>passé</u>	<u>présent</u>	<u>futur</u>
	A	B	C
1.	<hr/>	<hr/>	<hr/>
2.	<hr/>	<hr/>	<hr/>
3.	<hr/>	<hr/>	<hr/>
4.	<hr/>	<hr/>	<hr/>
5.	<hr/>	<hr/>	<hr/>

Activity V (continued)

	<u>passé</u>	<u>présent</u>	<u>futur</u>
	A	B	C
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
	*	*	*

Activity VI Speaking

Philippe went to an international youth conference last summer. His sister Suzanne asks if he met students of different nationalities. He says he met some. Answer as he does.

* * *

Activity VII Speaking

Whatever Pierre did during the vacation, Philippe did also. You will hear Pierre's statements. Follow the instructions given on the tape.

* * *

Exercise 7 Les collections de Denis

Denis wrote about his stamp and coin collections. His pen pal was not able to decipher all the expressions of quantity. Complete them.

Note: a stamp is *un timbre* (Refer to page 406 of the text.)
a coin is *une pièce*

J'ai pl _____ timbres français et qu _____ timbres américains.
J'ai de no _____ timbres anglais. C _____ timbres français
représentent des monuments. D'au _____ timbres représentent des
personnages historiques.

J'ai qu _____ pièces anglaises, pl _____ pièces américaines

et de no _____ pièces françaises. Ce _____ pièces sont récentes.
J'ai d'a _____ pièces qui sont très anciennes.

* * *

Exercise 8 Thérèse aussi

Whatever Monique does or has, Thérèse also does or has. Complete Thérèse's statements by using the pronoun of quantity which corresponds to the determiner used by Monique. Be sure to include *en* before the verb.

Modèle: Monique: Je prends quelques photos de cette ville.

Thérèse: Moi aussi, j'en prends quelques-unes.

1. J'ai acheté quelques jolis souvenirs.

Moi aussi, _____

2. J'ai visité plusieurs monuments.

Moi aussi, _____

3. J'ai vu quelques maisons très anciennes.

Moi aussi, _____

4. J'ai acheté plusieurs robes.

Moi aussi, _____

5. J'ai quelques amis à Montréal.

Moi aussi, _____

6. J'ai d'autres amis à Québec.

Moi aussi, _____

7. Je connais quelques Allemandes.

Moi aussi, _____

8. J'ai plusieurs amies à Munich.

Moi aussi, _____

* * *

Dictation for Lesson 17

After you have listened to the sentences a few times, write them in the space below.

1.

2.

3.

4.

5.

6.

7.

8.

Reading Assignment for Lesson 17

Before you do the recording of the following sentences, read each of them out loud to help you with the pronunciation.

1. Quand je ne suis pas en classe, je m'intéresse aux sports.
2. Pendant l'hiver, je ne sors pratiquement pas. J'ai toujours trop à faire.
3. Qui est-ce que tu as rencontré lorsque tu es allé à l'opéra?
4. Je ne sais pas ce que je vais faire mais toi, qu'est-ce que tu as l'intention de faire demain?
5. Parce que les jeunes Français sont très pratiques, le travail est plus important que l'amour.
6. Ce garçon est très sportif. Il fait partie d'une des meilleures équipes de basketball.
7. J'aime bien les disques de ton amie Betty, mais je préfère ceux de Louise.
8. Avec lesquels de tes amis vas-tu voyager en Europe cet été?

* * *

LESSON RECORD FORM

3300 French 30

Revised 90/02

FOR STUDENT USE ONLY

Date Lesson Submitted

Time Spent on Lesson

(If label is missing
or incorrect)

File Number

Lesson Number _____

Student's Questions
and Comments

Apply Lesson Label Here

Name _____

Address _____

Postal Code _____

Please verify that preprinted label is for
correct course and lesson.

FOR SCHOOL USE ONLY

Assigned

Teacher: _____

Lesson Grading: _____

Additional Grading

E/R/P Code: _____

Mark: _____

Graded by: _____

Assignment Code: _____

Date Lesson Received:

Lesson Recorded _____

Teacher's Comments:

ALBERTA DISTANCE LEARNING CENTRE

MAILING INSTRUCTIONS FOR CORRESPONDENCE LESSONS

1. BEFORE MAILING YOUR LESSONS, PLEASE SEE THAT:

- (1) All pages are numbered and in order, and no paper clips or staples are used.
- (2) All exercises are completed. If not, explain why.
- (3) Your work has been re-read to ensure accuracy in spelling and lesson details.
- (4) The Lesson Record Form is filled out and the correct lesson label is attached.
- (5) This mailing sheet is placed on the lesson.

2. POSTAGE REGULATIONS

Do not enclose letters with lessons.

Send all letters in a separate envelope.

3. POSTAGE RATES

First Class

Take your lesson to the Post Office and have it weighed. Attach sufficient postage and a green first-class sticker to the front of the envelope, and seal the envelope. Correspondence lessons will travel faster if first-class postage is used.

Try to mail each lesson as soon as it has been completed.

When you register for correspondence courses, you are expected to send lessons for correction regularly. Avoid sending more than two or three lessons in one subject at the same time.

Les bijoux de Marignac

This lesson is based on modules 2 and 3 of Chapter X, "Les bijoux de Marignac". In this lesson, you shall study two new verbs: ouvrir and suivre along with new expressions.

Deuxième épisode: Le vol des bijoux

Marc and Michel have just found out that a theft has occurred. A reward has been offered for any information leading to the recovery of the stolen goods. They decide to go and look for some clues in the hope of obtaining the reward.

Activity I Listening comprehension

In this activity and the next one, you will hear the second episode of "Les bijoux de Marignac". Each section will be followed by 6 statements. Follow the instructions given on the tape.

Do not forget to study the vocabulary section found on page 410, "Etude du mots".

	<u>vrai</u>	<u>faux</u>
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____
(4)	_____	_____
(5)	_____	_____
(6)	_____	_____
	*	*

Activity II Listening comprehension

Now listen carefully to the recording of the second half of the episode. Follow the instructions given on the tape.

	<u>vrai</u>	<u>faux</u>
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____
(4)	_____	_____
(5)	_____	_____
(6)	_____	_____
	*	*

Questions

These questions are based on the text you have just studied in Activity I and II. Answer each question in French, using a complete sentence.

1. Que dit le journal?

2. Quand les bandits sont-ils entrés au Château?

3. Quelle collection ont-ils emportée?

4. Quelle est la valeur de cette collection?

5. Quel est le montant de la prime?

6. Quelle sorte de voiture ont les garçons?

7. A quelle condition les garçons vont-ils emmener Alain?

8. Quel âge a Marc?

Questions (continued)

9. Que fait-il pendant l'année scolaire?

10. Où a-t-il passé la journée d'hier?

11. Qui est Michel?

12. Quel âge a-t-il?

13. Qui est Alain?

14. Qu'est-ce qu'il aime lire?

15. Quelle est son ambition?

* * *

Activity III

Listening

Note culturelle

If you ever go to France, you will find numerous castles of varying sizes and architectural styles. Some are grim medieval fortresses, others are bright and elegant palaces from later times. Today most castles are museums.

This activity is recorded on your tape. You will find the script on page 409.

* * *

Activity IV Pronunciation

In pronouncing a word or a group of words, the French try to have every syllable end in a vowel sound.

Listen to the examples recorded on your tape and repeat after the speaker.

* * *

Activity V Listening for signals

You will hear Suzanne ask ten questions. Can you tell if these questions are related to past, present, or future events?

Follow the instructions given on the tape.

	<u>passé</u>	<u>présent</u>	<u>futur</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

* * *

Structure Le verbe ouvrir (to open)

If you open your text to page 411, you will find the form chart for the irregular verb ouvrir. Note the form of the past participle.

The present tense of ouvrir is like the present of -er verbs.

Conjugated like ouvrir:

couvrir	to cover
découvrir	to discover
offrir	to offer
souffrir	to suffer

In the spaces below, fill in the missing forms of the verb ouvrir.

Imparfait

Passé composé

tu _____

il _____

vous _____

nous

vous

ils

* * *

Exercise 1 Questions personnelles

- a. Qu'avez-vous offert aux personnes suivantes pour leur anniversaire?
- b. Qu'est-ce qu'ils vous ont offert pour votre anniversaire?

If need be, invent answers.

1. votre mère?

b. _____

2. votre père?

a. _____

3. votre meilleur(e) ami(e)?

a. _____

b. _____

4. vos grands-parents?

a. _____

b. _____

5. votre frère ou votre soeur?

a. _____

b. _____

* * *

Structure L'expression être en train de

To indicate that an action is in process, the French use the following construction:

être en train de + infinitive

Modèles: Louis *est en train de* réparer la voiture.

Louis is in the process of repairing the car.

Anne *est en train d'*étudier.

Anne is studying.

* * *

Activity VI Speaking

You will hear Marc asking whether his friends are doing certain things. Follow the instructions given on the tape.

* * *

Exercise 2 Que font-ils?

Use the clues to tell what people are doing. In each case, write a sentence using the correct forms of *être en train de* and one of the following activities:

lire, jouer au football, dîner, prendre des photos, écouter de la musique, préparer le repas, apprendre à conduire, regarder un "western", se laver.

Modèle: Jacques a un appareil-photo.

Il est en train de prendre des photos.

1. Suzanne a un livre.

2. Michel a un transistor.

3. Jacqueline et Pierre sont au restaurant.

4. Henri et Paul sont au stade.

5. Je suis dans la cuisine.

6. Tu es devant la télévision.

7. Vous êtes dans la salle de bain.

8. Nous sommes à l'auto-école.

* * *

Structure L'expression: Tous les deux

To indicate that two people are doing something together, the French use the following expressions:

masculine: tous les deux

Nous allons tous les deux au cinéma.

We are both going to the movies.

feminine: toutes les deux

Note: The number deux may be replaced by other numbers.

Nous visitons mes parents *tous les trois*.

The three of us are visiting my parents.

* * *

Activity VII Speaking

You will hear the names of some of Marc's friends. Ask what each group of people is doing together.

* * *

Exercise 3 Ensemble

The people who appear in the first sentence, plan to do things together. Complete the second sentence with the appropriate form of *tous (toutes) les deux (trois, etc.)*.

Modèle: Henri parle à René.

Ils iront tous les deux au cinéma.

1. Jacqueline est avec ses deux soeurs.

Elles iront _____ au théâtre.

2. Nathalie sort avec Irène.

Elles iront _____ au supermarché.

3. Jacques et Pierre sont avec leurs deux cousins.

Ils jouent _____ au tennis.

4. Gilbert téléphone à Colette.

Ils iront _____ à la plage.

5. Christine a quatre cousines.

Elles iront _____ à Québec.

6. Tu sors avec Jacques.

Où irez-vous _____ ?

7. Henri part avec Marguerite.

Ils vont _____ à Edmonton.

* * *

Module 3 Un message secret

When the three boys arrive at the castle, the door is closed. In the yard there are reporters, guards and possibly, detectives. Things are going wrong for them right from the beginning.

In the first three activities, you will hear the third episode of "Les bijoux de Marignac". Listen to each one carefully. You will find the written text on pages 414 and 415. Do not omit the study of page 418, "Etude de mots".

Activity I Listening comprehension

Please indicate whether each of the following statements is true or false.

	vrai	faux
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____
(4)	_____	_____
(5)	_____	_____
(6)	_____	_____

* * * * *

Activity II Listening comprehension

Please indicate whether each of the following statements is true or false.

	vrai	faux
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____
(4)	_____	_____
(5)	_____	_____
(6)	_____	_____

* * * * *

Activity III Listening comprehension

Please indicate whether each of the following statements is true or false.

	vrai	faux
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____
(4)	_____	_____
(5)	_____	_____
(6)	_____	_____

* * * * *

Questions sur le texte

The following questions are based on the first three activities.
Answer each question using a complete French statement.

1. Est-ce que les garçons peuvent entrer au château? Pourquoi?

2. Qui est dans la cour du château?

3. Qui est le plus déçu? Pourquoi?

4. Où vont les garçons ensuite?

5. Qui est le plus agile?

6. Qu'est-ce qu'Alain aperçoit?

7. Comment est-ce que Marc interprète le télégramme?

8. Est-ce que les garçons préviennent la police?

9. Qu'est-ce que Marc et Michel vont faire?

10. Où vont-ils déposer Alain?

Questions (continued)

11. Que doit faire Alain si ses cousins ne rentrent pas?

12. Qui habite 17, square Saint-Roch?

13. A quelle heure le bijoutier ferme-t-il son magasin?

14. Comment les frères entrent-ils dans la cave?

15. Quel problème ont-ils quand ils ouvrent la porte?

* * *

Activity IV Listening Note culturelle

Did you know that the majority of people in France live in small towns or cities? Listen to this activity as recorded on your tape. You will find the text on page 416.

* * *

Activity V Pronunciation

In French, the letters *ch* represent the sound /ʃ/. Do not pronounce a /t/ before the /ʃ/ as you would in the English word chapter. Listen to the examples and repeat after the speaker.

* * *

Activity VI Pronunciation

In this activity, you will hear a series of prepositional phrases. Repeat each one after the speaker. You will find the list on page 418. You are responsible for the meaning of these phrases. A translation is provided on page 418.

* * *

Exercise 4 Questions personnelles

Answer each question using a complete French sentence.

1. Habitez-vous près ou loin de l'école?

2. Habitez-vous près ou loin d'un centre commercial?

3. Habitez-vous à côté d'un parc?

4. Qui habite en face de chez vous?

5. Qui habite à droite de chez vous?

6. Qui habite à gauche de chez vous?

7. Quelle pièce se trouve au-dessus de la cuisine?

8. Quelle pièce se trouve au-dessus du salon?

9. Qu'est-ce qu'il y a au-dessus de votre chambre?

10. Y a-t-il un mur autour de votre maison?

Structure Le verbe suivre

Study the form chart for the irregular verb suivre (to follow) found on page 419.

* * *

Activity VII Listening for signals

In the following ten sentences, you will hear people talking about school work. Follow the instructions given on the tape.

	<u>passé</u>	<u>présent</u>	<u>futur</u>
	A	B	C
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

* * *

Exercise 5 Questions personnelles

Answer each of the following using a complete French sentence.

1. Quels cours suivez-vous?

2. Quels cours suivrez-vous l'année prochaine?

Exercise 5 (continued)

3. Quels cours avez-vous suivis l'année dernière?

4. Si vous aviez la possibilité de suivre un cours supplémentaire, quel cours suivriez-vous?

* * *

Structure Moi-même

To reinforce the subject, the French use the following construction:

stressed pronoun + *même(s)*

Modèles:	moi- même	myself
	toi- même	yourself
	lui- même	himself
	elle- même	herself
	nous- mêmes	ourselves
	vous- mêmes	yourselves
	eux- mêmes	themselves
	elles- mêmes	themselves

Note: To express the idea of by myself, the French use the expression *tout seul (toute seule)*.

When English uses myself as the object of the verb, the equivalent French sentence uses a reflexive construction.

Modèle: Je me suis coupé.
I cut myself.

* * *

Activity VIII Speaking

The teacher was so surprised that everyone had all the homework right, that she asked if the students had had any help.

Follow the instructions given on the tape.

* * *

Exercise 6 En personne

An important meeting of the local youth club has been called. Rather than send their delegates, the presidents of the clubs will attend themselves. Complete the sentences with the appropriate forms of moi-même.

1. Nous viendrons _____
2. Viendrez-vous _____
3. Jean et Marc viendront _____
4. Tu viendras _____
5. Edouard viendra _____
6. Isabelle viendra _____
7. Lucie et Anne viendront _____
8. Je viendrai _____

* * *

Exercise 7 Travail personnel

When Marc asks who did certain things, his friends answer that they did them themselves. In writing their answers, put the appropriate form of moi-même immediately after the verb.

Modèle: Qui a fait la cuisine?

Hélène a fait elle-même la cuisine.

1. Qui a organisé la surprise-partie?

Nous _____

2. Qui a préparé le pique-nique?

Henri _____

3. Qui a fait cette sculpture?

Anne _____

4. Qui a décoré cette chambre?

Gilles _____

Exercise 7 (continued)

5. Qui a écrit ce poème?

J' _____

6. Qui a construit ce mobile?

Bernard et Eric _____

* * *

Structure Expressions avec quelque

Open your text to page 420. Study the list of expressions with quelque and their opposites.

Note: In the negative expression, ne is placed before the verb.

Modèle: Je ne cherche rien.

* * *

Exercise 8 Questions sans réponses

Because they do not like to commit themselves, Jacques answers evasively and André answers negatively. Write down what each boy said.

Modèle: Qui avez-vous vu?

J'ai vu quelqu'un.

Je n'ai vu personne.

1. Qui avez-vous rencontré?

2. Où avez-vous rencontré Marc?

3. L'avez-vous rencontré souvent?

Exercise 8 (continued)

4. Qu'est-ce que vous avez dit?

* * *

Dictation

This is the last dictation for French 30. We hope that you have made good use of this type of exercise.

1.

2.

3.

4.

5.

6.

7.

8.

LESSON RECORD FORM

3300 French 30
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ALBERTA DISTANCE LEARNING CENTRE

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Les bandits

This lesson is based on Module 4 of Chapter 10. Quatrième épisode: Les bandits.

Alain is all by himself in the tent. It is midnight. He thinks about the telegram and wonders over the meaning of the mysterious word. This time, Alain has understood. He gets up....

Activity I Listening comprehension

In this activity and the next one, you will hear the 4th episode of "Les bijoux de Marignac."

You will find the text for these two activities on page 422. Note the new vocabulary given in the right-hand margin and in the vocabulary section on page 424.

Please indicate whether each of the following statements is true or false.

- | | <u>Vrai</u> | <u>Faux</u> |
|----|-------------|-------------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |

Activity II Listening comprehension

Please indicate whether each of the following statements is true or false.

- | | <u>Vrai</u> | <u>Faux</u> |
|----|-------------|-------------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |

Questions

The following questions are based on the fourth episode. Answer each using a complete French sentence.

1. Où est Alain à minuit?

2. Est-ce qu'il va passer la nuit seul au terrain de camping?

3. Où va-t-il?

4. Qu'est-ce qu'il a pris avec lui?

5. Où se trouve Alain quand la voiture arrive?

6. Que fait-il?

7. Qui entre dans la grotte?

8. Est-ce que les hommes ont vu Alain?

9. Que prennent-ils?

10. Où mettent-ils les boîtes?

Questions (continued)

11. Quel est le numéro d'immatriculation de la voiture?

12. Où Alain passe-t-il le reste de la nuit?

* * *

Notes de vocabulaire

The verb *marcher* in French, has more than one meaning.

a. to walk: This is the most common meaning.

Nous marchons pour aller à l'école.

We walk to go to school.

b. to run: as a function

Ma voiture marche bien.

My car runs well.

c. to work: as a function

Ma montre ne marche pas.

My watch doesn't work.

d. to drive: at a given speed

Je marche à 100 kilometres à l'heure.

I'm driving at 100 kilometers an hour.

In French more than one word corresponds to the English word *time*.
Look at the following examples.

a. l'heure: to express clock time.

Quelle heure est-il?

What time is it?

b. le temps: to express extent of time

Je n'ai pas le temps d'aller chez toi.

I don't have the time to go to your place.

- c. une fois: to express a repeated action or event

C'est la première fois que je parle.

It's the first time that I speak.

* * *

Questions personnelles

Answer each of the following questions in French using a complete sentence. You do not have to be factual.

1. Combien de fois par semaine avez-vous classe de français?

2. A quelle heure est votre classe de français?

3. Passez-vous beaucoup de temps à étudier le français?

4. Allez-vous de temps en temps au cinéma?

5. Combien de fois par mois allez-vous au cinéma?

6. A quelle heure commence le film?

7. Etes-vous à l'heure quand vous avez un rendez-vous?

Questions (continued)

8. Est-ce que vos amis sont à l'heure?

* * *

Activity III Listening Note culturelle

This activity is recorded on your tape. You will find the script on page 423 of your text.

* * *

Activity IV Pronunciation

In French, the final consonant sound of a word is strongly released, that is, it is pronounced very clearly.

Listen to the examples given on the tape and repeat after the speaker.

* * *

Structure Le verbe courir

Study the form chart for the irregular verb **courir** (to run) found on page 425. Fill in the missing verb form.

<u>Imparfait</u>		<u>Passé Composé</u>	<u>Futur</u>
tu _____	tu _____		il _____
vous _____	vous _____		nous _____
ils _____	ils _____		vous _____

*The French verb **parcourir** (to travel through) is conjugated like **courir**.

* * *

Exercise 1 Voyages

Des amis d'Alain sont en vacances au Canada. Pour dire où ils voyagent, faites des phrases où vous utiliserez (use) le verbe parcourir.

Modèle: Nous (l'Alberta)

Nous parcourons l'Alberta.

1. Hélène (la Nouvelle-Ecosse)

2. Martin (les montagnes Rocheuses)

3. Florence et Michèle (les Gulf Islands)

4. Pierre et Philippe (l'Ontario)

5. Nous (le Québec)

6. Moi (le lac Saint-Jean)

7. Vous (la Colombie)

8. Toi (la Saskatchewan)

Structure Adverbs d'intensité

To strengthen or weaken the meaning of an adjective or adverb, the French use an expression of intensity.

Listen to Activity V recorded on your tape.

The speaker will give you various expressions of intensity. Repeat each one after him. You will find a list of these expressions on page 426.

* * *

Exercise 2 Questions personnelles

Answer each of the following questions using an expression of intensity. You do not have to be factual.

1. Vos cours sont-ils intéressants?

2. Vos professeurs sont-ils sévères?

3. Vos parents sont-ils stricts?

4. Vos amis sont-ils sympathiques?

5. Etes-vous courageux ou timide?

6. Etes-vous optimiste ou pessimiste?

* * *

Activity VI Conversation

Marc will ask you how often certain things occur, or how often you do certain things. Follow the instructions given on the tape.

* * *

Activity VII Conversation

Suzanne will ask you certain questions about yourself, friends, parents and teachers. Follow the instructions given on the tape.

* * *

Exercise 3 Le mot juste

Of the three adverbs in parentheses, only one fits logically. Use it to fill in the blank.

1. (très, trop, tout à fait)

Aller de Paris à New York en voiture, c'est _____ impossible.

2. (si, très, tellement)

Cet homme parle à tout le monde. Il est _____ sociable.

3. (tròp, très, plutôt)

Il comprend tout. Il est _____ intelligent.

4. (trop, assez, plutôt)

Il est minuit. C'est _____ tard pour aller au cinéma.

5. (trop, tout à fait, assez)

Ce repas n'est pas extraordinaire, mais il est _____ bon.

6. (trop, très, presque)

Une minute! Le programme est _____ fini.

7. (trop, à peu près, plutôt)

Prends ton pull-over. Il fait _____ froid ce soir.

8. (presque, trop, à peu près)

Je n'achète pas ce livre car il est _____ cher.

* * *

Exercice 4 La bonne forme

Complete each sentence with the correct verb form of the verb given in parentheses.

1. (vivre) J'ai _____ dix ans en Alberta. Maintenant, je _____ à Régina avec mes parents. Les Canadiens _____ d'une façon trépidante (agitated). Et vous, comment _____-vous en France?
2. (suivre) Je suis à Edmonton où je _____ des cours à l'Université de l'Alberta. L'année dernière, j'ai _____ un cours sur la civilisation française. Et vous, quels cours _____-vous à votre école?
3. (rire) J'aime _____. Je _____ toujours. Mon frère, lui, ne _____ jamais. Il n'aime pas que les gens _____, car il croit que c'est à cause de lui qu'on _____. Et vous, _____-vous souvent?
4. (courir) Je suis fatigué, c'est parce que j'ai _____. Je _____ toujours avant le dîner. C'est un bon exercice. Mes amis aussi _____. Et vous, _____-vous? Où préférez-vous marcher?
5. (offrir) J'ai _____ un disque à ma soeur pour son anniversaire. Je lui _____ toujours des disques et elle, elle m'_____ toujours des livres. Et vous, qu'est-ce que vous _____ à votre soeur pour son anniversaire? des disques ou des livres?

Reading Assignment for Lesson 19

You are required to record one last reading assignment for this course. Read the sentences a few times before doing the recording.

1. Michel a seize ans mais il en paraît treize.
2. Si vous voyagez en France, vous verrez un grand nombre de monuments différents l'un de l'autre.
3. Marc et Philippe se promèneraient dans la rue. Philippe poserait beaucoup de questions.
4. Voici mes nouveaux disques. Je n'ai pas trouvé ceux de ma soeur.
5. Je préférerais sortir avec Marie. Elle est plus amusante et souvent plus intelligente.
6. Olivier persuade son frère que celui-ci a rêvé et qu'il n'a jamais eu d'accident.
7. Anne, il faut que tu achètes du pain et du jambon, car il faut que je prépare les sandwiches.
8. A Montréal, les jeunes aiment beaucoup danser. Le samedi on peut aller danser dans une discothèque.

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Cinquième épisode

This is your last lesson for French 30. We hope that you have enjoyed the course. You have covered many French structures. You still have to work on building up vocabulary. One of the easiest ways is to expose yourself to French literature. If you have a library in your area, why not ask them if they have any French beginner readers. With the help of a dictionary, you should be able to make out most of what you read.

For those who are serious about learning how to speak and write the language, you might further your studies through the use of university courses.

Do not forget radio and television. Both offer French programs.

Activity I Listening comprehension

This lesson is based on Module 5: Tout est bien qui finit bien. The text for this activity and Activity II is found on pages 428 and 429. As usual, new vocabulary is explained in the right hand margin. You will also find English equivalents in the section called "Etude de mots". It is found on page 430.

Each activity will be followed by 8 statements. Indicate your answers in the spaces below.

Activity I Listening comprehension

	<u>vrai</u>	<u>faux</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____

*

*

*

Activity II

Listening comprehensionvraifaux

- | | | |
|----|-------|-------|
| 1. | _____ | _____ |
| 2. | _____ | _____ |
| 3. | _____ | _____ |
| 4. | _____ | _____ |
| 5. | _____ | _____ |
| 6. | _____ | _____ |
| 7. | _____ | _____ |
| 8. | _____ | _____ |

*

*

*

Questions

These questions are based on the previous two activities. Answer each question using a complete French sentence.

1. A quelle heure Alain se réveille-t-il?

2. Pourquoi rit-il?

3. Que lit-il dans le journal?

4. Qui a été arrêté?

5. Est-ce que Marc et Michel ont avoué le cambriolage?

Questions (continued)

6. Quel est le témoignage du gendarme?

7. Quel est le témoignage du gardien du château?

8. Quel est le témoignage des autres témoins?

9. Qui cherche-t-on?

10. Où Alain court-il?

11. Où la police française arrête-t-elle les bandits?

12. En quelle langue a été écrit le télégramme?

13. Pourquoi Alain a-t-il su que le télégramme était en anglais?

14. Qui a gagné la prime?

Questions (continued)

15. Que va-t-il faire avec la prime?

* * *

Activity III Listening Note culturelle

A bureau de tabac is always identified by a red sign. The *bureau de tabac* is the official outlet for certain products produced by government monopoly: cigarettes and matches. This explains why stamps are also sold here.

Listen to this activity recorded on your tape. You will find what else one can buy in such a store.

* * *

Activity IV Pronunciation

This is a continuation from the previous pronunciation exercise found in Lesson 19. Release the final consonant sound of the words recorded on the tape very distinctly. Repeat each word after the speaker.

* * *

Exercise 1 Beaucoup de coups

Fill in the blanks with an expression composed of *coup de* + the noun in parentheses. Then give the English equivalent of the expression.

Modèle: (poing) Un boxeur donne des coups de poing à son adversaire.
punches

1. (pied) Le joueur de football donne des _____
dans le ballon. _____

2. (main) Je dois transporter cette table. Donnez-moi un _____
_____.

3. (patte) Pour se défendre, le chat donne des _____
_____.

4. (téléphone) Je ne lui ai pas écrit, mais je lui ai donné un _____
_____.

Exercise 1 (continued)

5. (oeil) Je n'ai pas lu ma leçon attentivement, mais j'y ai donné un _____.
6. (couteau) Le bandit a reçu un _____ dans le dos. _____.
7. (tête) Il est parti sans raison sur un _____.
8. (soleil) Vous êtes très rouge. Vous avez un _____.

* * *

Structure Le verbe rire

Study the form chart for the irregular verb rire (to laugh) found on page 431 of your text.

Note: The verb sourire (to smile) is conjugated like rire.

The forms of the imperfect for the verb rire are:

je riais
tu riais
il riait
nous riions
vous riiez
ils riaient

* * *

Exercise 2 Rires

Can you tell whether the following people are laughing or not? Read each sentence carefully and then write out what you think, using the verb rire. The verbs in both sentences should be in the same tense.

Modèles: Paul voit un film drôle. Il rit.

Je suis tombé dans la rue. Je n'ai pas ri.

1. Nous lisons un livre amusant.
- _____

Exercise 2 (continued)

2. Vous écoutiez quelque chose de drôle.

3. Paul se coupe.

4. Jacques et Pierre ne réussiront pas à leurs examens.

5. Hélène a eu un accident.

6. Je regarde une pièce comique.

7. Nous verrons une comédie.

8. J'ai écouté un bon comédien.

* * *

Structure Chaque et chacun

Chaque (each, every) is a determiner and introduces a noun.

Chaque jour, il étudie ses leçons.

Chacun, chacune (each one) is a pronoun. When *chacun(e)* is the subject of the sentence, the verb is singular.

Les amis d'André l'attendent. Chacun le félicite.

In this case, chacun is a pronoun, replacing les amis. It is also the subject. The verb is singular.

Les amies d'Anne lui téléphonent. Chacune la félicite.

* * *

Activity IV Speaking

Imagine you are the assistant-principal in a school where boys and girls each follow a separate curriculum. Follow the instructions given on the tape.

* * *

Exercise 3 A sporting event

Marc et Michel sont à une réunion sportive. Marc pose des questions. Michel répond.

Play the role of Marc and Michel according to the model. Give two answers for Michel.

Modèle: Les athlètes se préparent.

Marc: Que font les athlètes?

Michel: Chaque athlète se prépare.
Chacun se prépare.

1. Les athlètes portent un numéro.

Marc: _____

Michel: _____

2. Les filles portent un short blanc.

Marc: _____

Michel: _____

3. Les garçons victorieux reçoivent une médaille.

Marc: _____

Michel: _____

4. Les filles victorieuses montrent leur médaille à leurs amis.

Marc: _____

Michel: _____

Exercise 4

Reflexive verbs: Please give the French equivalents of these English sentences. Use a reflexive verb in each answer.
e.g. They are stopping - Ils s'arrêtent.

1. They are bored. _____

2. We will get angry. _____

3. The girls become impatient. _____

4. Did you get angry? _____

5. He would shave if he had a razor. _____

Exercise 5

Fill in the blank with a correct form of the verb in parentheses. Use the subjunctive when required.

1. Il faut que tu _____ au concert. (venir)
2. Il doit _____ ce matin. (travailler)
3. Je pense qu'il _____ l'examen. (passer)
4. Je ne pense pas qu'il y _____ (réussir)
5. Il va falloir que nous _____ (rentrer)
6. Je veux qu'il _____ (travailler)
7. Je ne veux pas _____ (travailler)
8. Elle _____ y aller. (pouvoir)
9. Penses-tu qu'elle _____ m'aider? (pouvoir)
10. Croyez-vous qu'ils _____ malades? (être)

Exercise 6 Le mot exact

Complete each sentence with the best word. Some words given in parentheses do not fit the context.

1. (quelques, quelques-unes, d'autres)

Voici _____ photos que j'ai prises cet été. J'en ai pris _____ à Victoria. J'en ai pris _____ à Vancouver.

2. (quelques, quelques-uns, quelques-unes)

J'ai été au supermarché. J'ai acheté _____ bananes, _____ oranges et _____ tomates pour notre pique-nique.

3. (chacun, chaque, chacune)

_____ va m'aider à préparer le pique-nique.
_____ fille préparera un dessert et _____ garçon achètera quelque chose.

4. (quelqu'un, quelque chose, quelque part)

_____ est venu vous voir. Il m'a donné _____ pour vous. C'était un télégramme. Je l'ai mis _____, mais je ne sais pas où exactement.

5. (quelqu'un, personne, rien)

Qu'est-ce que vous faites aujourd'hui? Moi, je ne fais _____.
Si je connaissais _____, j'irais au cinéma avec lui. Mais, hélas, je ne connais _____. Je vais donc rester chez moi.

6. (aucun, aucune, jamais)

Je ne vais _____ au théâtre. Je ne vois _____ "western". Je ne vois _____ comédie musicale.

Exercise 7 Le bon moment

Marc et Michel décident d'aller au cinéma.

Complete each sentence with the words: *fois, heure, or temps*.

Marc: As-tu l' _____ exacte?

Michel: Oui! Il est une _____ moins le quart.

Marc: As-tu le _____ d'aller au cinéma avec moi?

Michel: Ça dépend. A quelle _____ commence le film?

Marc: A une _____ et demie, je crois.

Michel: Dépêchons-nous. Nous n'avons pas beaucoup de _____.

Est-ce que le film commence à l' _____ ?

Marc: Je ne sais pas. C'est la première _____ que je vais
à ce cinéma.

Michel: Combien de _____ vas-tu au cinéma par mois?

Marc: Trois ou quatre _____.

* * *

Exercise 8

What French language cultural resources are available in your geographical area, that you are aware of? (e.g. radio, publications, theatres, clubs, etc.)

* * *

This is the last exercise for Lesson 20. Before you close your text, make sure to study Appendix I and II on page 439. This last appendix is a very good summary. You should make use of it in preparing for your exam

Also, do not neglect the "vocabulaire" section beginning on page 467. It has all the new words you have studied in this course.

Au revoir!

End of Lesson 20

COURSE EVALUATION

Now that you have completed the French 30 lessons, we would like to hear what you thought of the course. Did you find the course interesting? challenging? Did you find the explanations and questions clear? What parts of the course did you like? dislike? What suggestions for improving the course do you have? Please take a few minutes to express your thoughts so we can improve our courses for future students.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

N.L.C. - B.N.C.



3 3286 10936835 3